

# THE SCHOOL JOURNAL

NEW YORK AND CHICAGO.

VOLUME XLVII., No. 23.  
\$2.50 A YEAR: 6 CENTS A COPY.

DECEMBER 16, 1893.

61 East Ninth St., New York.  
262 Wabash Ave., Chicago, Ill.



## School Management

By Dr. EMERSON E. WHITE, - - - - - \$1.25

The result of the author's many years' experience, observation and study as instructor, lecturer, and writer. It is a practical and valuable treatise for teachers and all others interested in the right training of the young.

## Myths of Greece and Rome

By H. A. GUERBER, - - - - - \$1.50

"A singularly fascinating book. The admirable selection of myths and the thoroughness of treatment recommend it to the scholar. A pure, sympathetic style, abundance of illustration from the mighty literature inspired by these beautiful and ingenious stories, and a series of pictorial illustrations from ancient and modern art make the book, a prize for every intelligent reader."—J. REMSEN BISHOP, *Teacher of Greek and Latin, Hughes' High School, Cincinnati.*

## Manual for Fourth Year—

White's New Course in Art Instruction - - - - - 50c.

A new manual of methods invaluable to teachers of drawing.

## Smart's Manual of School Gymnastics - 30c.

"An admirable aid, furnishing a large amount of work which, if conscientiously carried out will be of great benefit to pupils."—CARL ZIEGLER, *Supt. of Physical Culture, Cincinnati Public Schools.*

Sent prepaid on receipt of prices. Correspondence cordially invited.

## American Book Company

NEW YORK CINCINNATI CHICAGO BOSTON PORTLAND, ORE.

## If You Desire to Use

in your classes text-books that have been tested by the best and wisest teachers in all parts of the country with the most gratifying success, and are in widest use in best schools,—modern books fully abreast of the times,—you must not overlook such books as:

## Maury's Geographies,

Maury's Physical Geography,

Holmes's New Readers,

Davis's Reading Books,

Venable's New Arithmetics

Clarendon Dictionary.

*Correspondence invited.*

*Favorable Terms for Introduction.*

## UNIVERSITY PUBLISHING COMPANY,

43-47 East Tenth Street, New York.

New England Department: 352 Washington St., Boston.

## Compliments of the Season.

The Compliments of the Season to Teachers, Pupils and all Friends of Dixon's American Graphite Pencils.

"We ring the bells, and we raise the strain—  
We hang up garlands everywhere,  
And bid the Tapers twinkle fair,  
And feast and frolic."

May each and every teacher have a glad New Year. If she wants to get married, and be rid of the vexations of school teaching, may she find the best of husbands. If she prefers to go it alone, or to Europe on her vacation, may she find an appreciative school board, and get an increase of salary.

JOS. DIXON CRUCIBLE CO., Jersey City, N. J.

## CHEMICALS AND APPARATUS

Laboratory Supplies of Every Description.

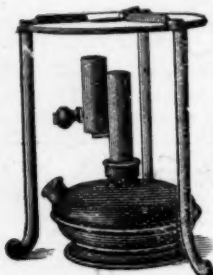
**Bullock & Crenshaw,**

IMPORTERS

—AND—

DEALERS,

528 Arch St.,  
PHILADELPHIA.



The new Alcohol Bunsen Blast Lamp.

Catalogues mailed  
on receipt of the  
postage, six cents

## Flags.

If there is a School  
House in the United  
States that does not  
own an American  
Flag, let the teacher  
write immediately to

**G. W. SIMMONS & Co.,**

Oak Hall, Boston, Mass.

**For 5 Cents**  
WE WILL SEND SAMPLES WORTH DOUBLE OF  
**MARCH'S  
BLACKBOARD STENCILS.**  
THEY SAVE TEACHERS TIME AND TRouble  
ARE INEXPENSIVE EASILY USED PRACTICAL  
THEY ARE ENTHUSIASTS OF GULL SCHOOLS  
AND LIGHT AND PROFIT ALL.  
**MARCH BROTHERS,**  
48 E. MULBERRY ST.  
LEBANON, O.

## BARNES' INK



Musical, far sounding, and highly satis-  
factory Bells for schools, Churches, &c.  
**WENFELY & CO.,** Establisher  
WEST TROY, N. Y. 1826  
Description and prices on application



**BUCKEYE BELL FOUNDRY,**  
—CINCINNATI, O., U. S. A.  
Best Grade Copper and Tin  
School, College & Academy **BELLS**  
Price and Terms Free. Name this paper.

Our advertisers know of this paper's many readers  
but desire to know them better. When writing  
therefore, always mention it; and write often. They  
have goods that will benefit you.



BLACKBOARDS

CRAYONS

ERASERS

GLOBES

MAPS

CHARTS

EVERYTHING FOR THE SCHOOLROOM

**UNITED STATES SCHOOL FURNITURE CO.**

74 FIFTH AVENUE  
NEW YORK

SIDNEY OHIO

307-309 WABASH AVE  
CHICAGO

## "Odd" Apparatus.

In preparing for "stock taking" we find some 200 pieces of odd or shop-  
worn physical instruments that must be sold promptly to make room for  
new goods.

Price being a secondary consideration, we have placed these instruments at  
very low figures, often a mere fraction of first cost; and solicit immediate  
correspondence with all who can use such apparatus.

We are sincere in believing this offer unusually important, and upon request  
will mail to any address descriptive circular No. 480, which gives full  
particulars.

**QUEEN & CO., Incorporated,**

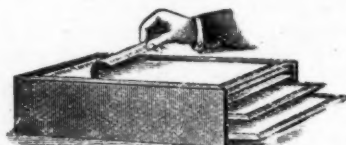
Scientific Instrument Makers,

Philadelphia, U. S. A.

Send for Abridged General  
Catalogue, No. 219.

## The Simplex Printer

A new invention for duplicating  
copies of writings or drawings.



From an original, on ordinary paper with  
any pen, 100 copies can be made. 50  
copies of typewriter manuscripts produced  
in 15 minutes. Send for circulars and  
samples. AGENTS WANTED.

**LAWTON & CO.,**

20 Vesey Street, New York.

READERS will confer a favor by mentioning THE SCHOOL JOURNAL when  
communicating with advertisers.

**"Lehigh" Blackboard Cloth** SEND FOR SAMPLES. **Dustless Crayons**  
**"Indian Head" Slate,** **Dustless Erasers,** **"Penn's" Ink**  
Globes, Maps, Charts, Blackboards of all kinds, Etc., Etc. Send for Catalogues.

76 Fifth Ave., NEW YORK. **ANDREWS SCHOOL FURNISHING CO.,** 215 Wabash Av., CHICAGO.

**ESTERBROOK'S**  
**STEEL PENS.**



No. 333.

Standard School Numbers.

333, 444, 128, 105 and 048.

For sale by all Stationers.

**ESTERBROOK STEEL PEN CO.,** 26 John St., N. Y.



## TWO CHRISTMAS HOLIDAY PLEASURE TOURS TO WASHINGTON, D. C., and OLD POINT COMFORT, VA.

Tendered by the Pennsylvania Railroad Company to the Teachers and their friends of New York, Brooklyn, Jersey City, Hoboken, and vicinity.

Leaving New York for WASHINGTON,  
Thursday, Dec. 28, 1893, at 11 A.M.

(Including Dinner going and  
Supper returning at Broad St.  
Station, Philadelphia.)

Rate, \$13.50

Rate \$13.00 (Not including the above).

Returning Saturday, December 30, 1893.

Leaving New York for OLD POINT  
COMFORT, VA.

Tuesday Dec. 26, 1893, at 8 A.M.

Rate, \$18.00.

Returning Friday, December 29, 1893.

### HOME FOR NEW YEAR'S DAY.

BOOKING OFFICES FOR TOURS: TICKET OFFICES, PENNSYLVANIA RAILROAD COMPANY, 1196 Broad-  
way, cor. 29th Street; 1 Astor House; 118 Broadway; 261 Broadway; 1325 Broadway; 435 Broadway; 944 Broad-  
way; 134 East 125th Street; Cortlandt and Desbrosses Street Ferries, New York.

TICKET OFFICE, PENNSYLVANIA RAILROAD COMPANY, 860 Fulton St., cor. Clinton Avenue; Ticket Office, Brook-  
lyn, adjoins Fulton Ferry, terminus of street-car lines and elevated railroads, office open from 6:30  
A.M. until 11:40 P.M. daily; 4 Court St., Brooklyn; and 86 Broadway, Brooklyn, E. D.; 75 Hudson St., Hoboken.

TICKET OFFICES, PENNSYLVANIA RAILROAD PASSENGER STATION at Jersey City, Newark, New Brunswick, Eliza-  
beth, Trenton, and 729 Broad St., Newark.

For Itineraries, Circulars, and full particulars, apply to

W. N. BURCHARD, Tourist Agent, 1196 Broadway, New York.

J. P. McWilliams, Tourist Agent, 860 Fulton St., Brooklyn.

J. R. WOOD, Gen. Passenger Agent.

GEO. W. BOYD, Asst. Gen. Passenger Agent.

### TEACHERS' AGENCIES.

## TEACHERS CO-OPERATIVE ASSOCIATION

70-72 DEARBORN ST.  
CHICAGO.

Established in 1884. Positions filled, 2300. Seeks Teachers who  
are ambitious for advancement rather than those without positions.

## UNION SCHOOL BUREAU

Registers the Best Teachers. CHARGES NO ADVANCE REGIS-  
TRATION FEE. postage only; but de-  
pends on actual results. Does not our plan commend itself to you? 3486 Positions Filled. First  
year salaries amount to \$2,264,850.00. Constant vacancies. Send stamp for blanks.  
KERR & HUYSSOON, Managers, 2 W. 14th STREET, NEW YORK.

## THE FISK TEACHERS' AGENCIES.

EVERETT O. FISK & CO., Proprietors.

SEND TO ANY OF THESE AGENCIES FOR 100-PAGE AGENCY MANUAL. FREE.

7 Tremont Pl., Boston, Mass.; 70 Fifth Ave., New York; 105 Wabash Ave., Chicago, Ill.; 371 Main St.,  
Hartford, Ct.; 1504 So. Spring St., Los Angeles, Cal.; 1324 First St., Portland, Ore.

## THE NEW AMERICAN TEACHERS' AGENCY.

Teachers seeking positions and | Address C. B. RUGGLES & CO.,  
those wishing a change at an | (Palace Hotel Bld'g) Room C, 237 Vine St.,  
increased salary. | CINCINNATI, OHIO.

## THE BRIDGE TEACHERS' AGENCY BOSTON and CHICAGO.

One Fee Registers in Both Offices. Send For Agency Manual.

Business Offices: 110 Tremont St., BOSTON. 211 Wabash Ave., CHICAGO.

## ALBANY TEACHERS' AGENCY.

Prin. Oscar E. Coburn, of Kinderhook, N. Y., writes as follows: "I enjoy the work here very  
much, and feel more than paid for joining your Agency. I know that the Agency is a benefit both to teach-  
ers and to schools."  
Send stamp for Application Form.

HARLAN P. FRENCH, Manager, 24 State Street, Albany, N. Y.

## THE ALBERT TEACHERS' AGENCY. 211 Wabash Ave. CHICAGO, ILL.

Has filled over 1,300 positions, most of them within the last two years. No other one agency has done  
better. We have daily calls for teachers immediately available. Catalogue free.

C. J. ALBERT, Manager.

### SHORTHAND.

The Isaac Pitman System exclusively adopted

BY THE

PUBLIC DAY SCHOOLS of New York City.

Send for specimen pages of "Isaac Pitman's Com-  
plete Phonographic Instructor," 250 pp. Price  
\$1.50. This work has been exclusively adopted.

Address ISAAC PITMAN & SONS,

23 Union Square, (Decker Bldg.) N. Y.

TAKE LESSONS (day or evening) at Isaac Pitman's  
Metropolitan School of Shorthand and Typewriting, 95  
Fifth Ave., cor. 17th St. Circulars free.

## The BENN PITMAN System

Of Phonography, as taught to hundreds of pupils at  
the famous Pratt Institute, Brooklyn, by N. P.  
HEFFLEY, the well known Stenographer, may now  
be obtained. Lessons definite and uniform; pecu-  
liarly adapted for class and self instruction. In lesson  
sheets, \$1.00; book form, \$1.25. Sample copies, half  
price; examination copy to teachers, FREE. Address:

L. H. RIGLOW & COMPANY, Publishers,

62 Broad Street, New York.

Please mention this paper and your school.

SHORTHAND and Spanish taught by Mail.  
W. & G. SHAFTEL, Oswego, N. Y.

## KINDERGARTEN AND SCHOOL SUPPLIES.

J. W.  
SCHERMERHORN & CO.,  
3 EAST 14TH STREET,  
NEW YORK.

## School of Pedagogy

—OF THE—

## University of the City of New York.

Henry M. MacCracken, D.D., LL.D.,  
CHANCELLOR.

### Professional Training for Teachers.

Five Courses.—I. History of Educa-  
tion. II. Psychology and Ethics. III.  
Theory and Art of Teaching. IV. Educa-  
tional Literature and Criticism. V.  
Educational Systems. Degrees Granted,  
Doctor of Pedagogy and Master of Pedago-  
gy.

Year from Oct. to May. Scholarships.

Only resident students are enrolled. Send for  
catalogue giving full information. Address,

### SECRETARY, FACULTY OF PEDAGOGY,

UNIVERSITY,

Washington Square, N. Y. City.



### WANTED TEACHERS

For public schools, private and commer-  
cial schools in the West, East, North and  
South. Male and Female. Also for special  
studies, music, drawing, manual training, etc.  
Address THE AMERICAN School Board Journal, Milwaukee, Wis.

## TEACHERS' AGENCY

OF RELIABLE

American and Foreign Teachers, Professors, and  
Musicians of both sexes, for Universities, Colleges,  
Schools, Families and Churches. Circulars of choice  
schools carefully recommended to parents. Selling  
and renting of school property.

E. MIRIAM COYRIERE,

150 Fifth Avenue, cor. 20th St., NEW YORK CITY

## AMERICAN AND FOREIGN TEACHERS' AGENCY

Introduces to colleges, schools, and families, superior  
Professors, Principals, Assistants, Tutors, and Gov-  
ernesses, for every department of instruction; recom-  
mends good schools to parents. Call on or address

Mrs. M. J. YOUNG-FULTON,  
American and Foreign Teachers' Agency,  
23 Union Square, NEW YORK.

## Schermerhorn's Teachers' Agency

Oldest and best known in U. S.

Established 1855.

3 EAST 14TH STREET, N. Y.

## Catalogue



will be sent to any teacher on re-  
quest. In it you will find listed a  
large number of books, aids and  
devices, such as will make your  
work successful and increase your  
salary. Send a postal card to  
Potter & Putnam, 44 E. 14th St, N. Y.

## Teachers' Libraries

can now be selected with the certainty of  
securing valuable books only. Our new  
catalogue of all the best books and aids  
for teachers is now ready and will be sent  
to any address for 6 cent stamps, much  
less than cost. It is the result of months of  
patient labor. All important books are ac-  
curately described. Special prices to teach-  
ers are made on nearly all. It contains 100  
closely printed pages and lists nearly 1500  
volumes. It is the most valuable guide of  
the kind ever printed. All the books listed  
are kept in stock by us, and will be furn-  
ished on receipt of price.

E. L. KELLOGG & CO.,

61 East 9th Street, New York.

## Barnes' Foot and Power Machinery.



Lathes for wood  
and metal work.  
Scroll Saws, Cir-  
cular Saws, etc.  
Specially adap-  
ted for use in IN-  
DUSTRIAL and

MANUAL TRAINING SCHOOLS.  
Special prices to Educational In-  
stitutions. Catalogue and price  
list free by mail.

W. F. & JOHN BARNES CO.,

311 Ruby Street.

ROCKFORD, ILL.

## D. L. DOWD'S HEALTH EXERCISER.



For Gentlemen, Ladies, Youths; ath-  
lete or invalid. Complete gymna-  
sium; takes 6 in. floor room; new  
scientific, durable, cheap. Indorsed  
by 100,000 physicians, lawyers,  
clergymen, editors, and others now  
using it. Illustrated Circular, 40  
engravings, free. Scientific, Physi-  
cal and Vocal Culture, 9 E. 14th St.,  
New York.

For larger salaries, or change of location, address  
Teachers' Co-operative Association, 70 Dearborn  
St., Chicago. ORVILLE BREWER, Manager.

**THE JUDGES** Of the  
WORLD'S COLUMBIAN EXPOSITION  
Have made the  
**HIGHEST AWARDS**

(Medals and Diplomas) to  
**WALTER BAKER & CO.**

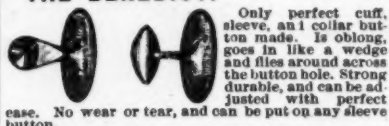
On each of the following named articles:

<b>BREAKFAST COCOA, . . . .</b>
<b>Premium No. 1, Chocolate, . .</b>
<b>Vanilla Chocolate, . . . . .</b>
<b>German Sweet Chocolate, . .</b>
<b>Cocoa Butter, . . . . .</b>

For "purity of material," "excellent flavor,"  
and "uniform even composition."

**WALTER BAKER & CO., DORCHESTER, MASS.**

★ **BENEDICT BROTHERS,** ★  
IMPORTERS AND MANUFACTURERS.  
Fine Watches, Selected Diamonds and other gems  
Rich Jewelry, Chains, and Sterling Silver Goods.  
"THE BENEDICT."



Only perfect cuff,  
sleeve, and collar but-  
ton made. Is oblong,  
goes in like a wedge  
and flies around across  
the button hole. Strong  
durable, and can be ad-  
justed with perfect  
ease. No wear or tear, and can be put on any sleeve  
button.  
**BENEDICT BROTHERS,**  
BENEDICT BUILDING, BROADWAY  
and Cortlandt Street, New York.  
★ **BENEDICT'S TIME.** ★  
Trade Mark.  
ESTABLISHED 1821.

BEST FACILITIES FOR supplying teachers, all de-  
partments. First-class teachers wanted. N. Y.  
EDUCATIONAL BUREAU, 61 East Ninth St., N. Y.

**JOSEPH GILLOTT'S STEEL PENS,**

*The Most Perfect Pens Made,*  
**HAVE FOR FIFTY YEARS BEEN THE STANDARD.**

His Celebrated Numbers

**303, 404, 604E.F., 351, 601E.F., 170,**  
and his other styles may be had of all dealers throughout the world.

**GOLD MEDAL, PARIS EXPOSITIONS, 1878 and 1889,**

And the Award at the *World's Columbian Exposition, Chicago.*

**JOSEPH GILLOTT & SONS, 91 John Street, NEW YORK.**

**Adjustable Furniture at the Same Price as Stationary.**

**THE ROULSTONE.**

STRONG, DURABLE



PERFECTLY SCIENTIFIC.

- No. 1. ADJUSTING** to all Primary and Intermediate sizes, best red birch, mahogany finish, complete. Size includes Ink Wells when ordered. All Desks 6x13x20. - \$2.65
- No. 2. ADJUSTING** to all Grammar or Normal sizes; best red birch, mahogany finish. Size all Desks, including Ink Wells, 6x16x24. - \$3.25
- No. 3. NORMALS.** Red birch, mahogany finish, lid top, rubber buffers, lid support, and pencil tray. Size of all Desks, including Ink Wells, 7x18x24. - \$4.25
- No. 4. CADEMIC.** Red birch, mahogany finish, lid top, pencil tray, brass hinged, lead support, rubber buffers. Size all Desks, including Ink Wells, 7x20x26. - \$4.35

**WARRANTED IN EVERY RESPECT.**

Send in your orders.

**CHANDLER ADJUSTABLE CHAIR AND DESK CO.,**

7 Temple Place. (Rooms 43 & 44.) Boston, Mass, U S. A.

**WM. BEVERLEY HARISON,** 59 Fifth Avenue, N. Y. City,  
N. Y., N. J., and CONN. STATES AGENCY.

**R**EADERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.

*Indigestion*

**Horsford's Acid Phosphate**

Is the most effective and agreeable remedy in existence for preventing indigestion, and relieving those diseases arising from a disordered stomach.

Dr. W. W. Gardner, Springfield, Mass., says: "I value it as an excellent preventative of indigestion, and a pleasant acidulated drink when properly diluted with water, and sweetened."

Descriptive pamphlet free on application to  
**Rumford Chemical Works, Providence, R. I.**

Beware of Substitutes and Imitations.

For sale by all Druggists.

**J. M. OLCOTT,**

HEADQUARTERS FOR

**W. & A. K. Johnston's Wall Maps,**  
and all kinds of **SCHOOL SUPPLIES,**  
9 West 14th St., New York.

**MAGIC LANTERNS**

**AND VIEWS** for Home or Public Use. The  
BEST in the world. Send for  
Catalogue. **MARCY SCIENTIFIC CO.,**  
1008 Walnut St., Phila., Pa.

TRY

**PACKER'S  
TAR SOAP**

FOR THE

**Complexion.** It cleanses quickly and gratefully; gives the skin a soft and velvety feeling, prevents chapping and roughness, insures the health of the pores, and keeps the complexion fair and blooming. It removes blotches, black-heads and the shiny, oily appearance which is so objectionable. Invaluable in the nursery and for shampooing.

25 cents. All druggists.

Sample, 10c. stamps.  
**PACKER MFG. CO., 81 Fulton St., N. Y.**



# THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. XLVII.

For the Week Ending December 16

No. 23

Copyright, 1893, by E. L. Kellogg & Co.

The business department of THE JOURNAL is on page 620.

All letters relating to contributions should be addressed plainly, "Editors of SCHOOL JOURNAL." All letters about subscriptions should be addressed to E. L. KELLOGG & Co. Do not put editorial and business items on the same sheet.



SINCE the formation of institutions to give advanced instruction in education there has been a feeling growing in the minds of many that those thus enabled to stand on a higher platform should form themselves into an association to represent the advancement gained. There are numerous associations of teachers now, and the suggestion is not that another of the sort already existing be made. It is rather that those who have attained the standing of educators should segregate themselves from the vast body with which they are mingled and form a society of educators.

1. There are now in existence, it is estimated, from 10,000 to 12,000 graduates of state normal schools of the first rank.

2. There are from 15,000 to 18,000, it is estimated, of those who have gained state certificates of the first rank.

3. There is in addition a number of possessors of degrees from schools of pedagogy.

It is now evidently the needed step that these three classes should unite and form an association. The distinguishing characteristics should be that the members possess a diploma or certificate that *exempts them from further examination* in the states in which they severally live. Such an association would make a part of their constitution a rule similar to this: All persons who possess a certificate that is good for life issued (a) by the state superintendent, or (b) by a normal school, (c) or a degree from a school of pedagogy, (d) or a degree from a college whose course of study is approved by the association may be nominated as a member. The main object of such an association would be to labor to induce all teachers to attain a similar rank; especially to obtain legislation that will enable a teacher holding a life diploma in one state to be recognized in every other state.

Many associations have foundered on the rock of fees. Such an association would do well to bear this in mind and start without fees; if it should decide to publish a register of the names of those holding the certificates above noted a fee might be properly asked for.

An association like the one suggested is really greatly needed.

"The workman whose taste and skill are employed is a happier man than if only his muscles are used in his work. His soul and spirit are engaged; the immortal part of him is influencing his labor, breathing into the work of his hands the very breadth of the life that shall never die."

—Walter Smith Leeds.

At the recent annual examination for life diplomas in New York state *twenty-six* applicants received them. There are in the state about 30,000 teachers of all grades; it appears that only about 3 in 3,000 attained in this way a professional position. One of the features that distinguishes the professional man from others is that he holds a diploma of some sort that is good for life. It certainly appears that after all that has been said to urge the teachers of New York state to become professional that only 3 in 3,000 care enough to give the study that is needed. This, however, does not take into account those who are in the normal schools—about 2,500 in number—who are striving to become professional teachers.

A school board in search of a superintendent last summer, said, they wanted a man who did something more than assent to the new ideas as he would assent to a religious creed. They could find men who would say the kindergarten, for example, was a good thing, but who would not know whether the practice of a kindergartner was wrong or right. The present condition is remarkable in this that when a really able teacher leaves a post it is not easy to supply his place; once any level-headed man was considered able to superintend the schools of a town; it is becoming to be believed that it demands long and careful study to fit for such a post.

"When teaching is rote work and drill, or instructing on formal and dead matter, which has nothing of the pupil's life in it, as so often forced upon us by conventional courses of study and of books, the teacher is forced to use extraneous sources of interest. The teacher may arouse interest, yea, violent excitement, and yet leave room to question whether the instruction is not dead and the learning process without interest in itself. The activity of healthful learning is the highest joy of school life. Every subject proper to present to the pupil contains the secret of its own interest. In fact, power to appeal to the student is the very test of proper subject matter."

Many a teacher does not see how he will be benefited in class or school-room work by reading an educational paper. So long as he makes his work synonymous with the hearing of lessons he will maintain that opinion. But *teaching* is something that employs suggestion, stimulation, and direction far more than knowledge. Where shall the teacher obtain these? Horace Mann and David P. Page, before 1850, when educational papers scarcely existed, urged teachers to subscribe to them as a means to those ends. As the teacher advances from the hearing of lessons to real teaching he will be a reader of educational papers.

Tediousness is the great sin of instruction.

—Herbart.

### America Appreciated.

American teachers are eminently progressive; it is their pride to go forward; the notion of clinging to worn-out methods, on the score of their antiquity, and because these methods have done good service in the past, would be as monstrous to them as the idea of living in a ruin because it was once the best building of its kind.

"Man must pass from old to new  
From vain to real, from mistake to fact,  
From what once *seemed* to what now *proves* best,  
How could man live progressive otherwise?"

While we English teachers recognize this in theory, the only "new" which too many tolerate, in practice, is a change in minor details, as, for example, in the disposition of time-tables, in the subjects of the curriculum, or in methods of government (individuals give place to councils, councils to the state); principles, if we have any, remain unprogressive; we do not "mount on each new height in view" and see the subject with which we have to deal in a new light, in broader, truer relations. I am speaking of the rank and file of English and American teachers, not of the few brilliant leaders, who, in England as elsewhere, point the way to new truths yet to be discovered, to the new schools, the new methods which should result from the discovery. In America, the rank and file press on after their leaders, believing in them, supporting them with their enthusiasm; in England the leaders are regarded, I cannot help thinking, as professional acrobats, as theorists—as anything but practical educationists who must be backed up and incited to further discovery, while we follow as closely as we can in their rear, prepared to make our thighs and sinews do the work indicated by their great minds.

During the late International Conference, fifteen separate congresses, for three consecutive days, sat discussing matters of primary importance to teachers—among them rational psychology, experimental psychology, and the professional training of teachers. I attended the congress on the last-mentioned subject; the hall was full of men and women, most of them apparently anxious either to ask questions, to give information, to open up new schemes, or to denounce existing errors; it was a very argumentative audience, whose utterances were not characterized by those saving clauses which drain all the tone from the original statement; speakers did not protect themselves and their methods under cover of the reputation of the institution to which they belonged; but expressions of the thought of sober individuals, the result of years of intelligent labor on scientific principles in the educational field, mingled with the less moderate but higher-aimed aspiration of some younger workers, fell on one's ears from all directions; not only the speakers on the platform, but the less conspicuous members of the audience could make inspiring and enlightening remarks, for all seemed more or less familiar with the language of psychology and philosophy, with the principles of educational science, and no one was heard to fall back on experience alone, or so-called "common-sense" (which is more frequently common nonsense), as opposed or superior to, or of more practical value than, philosophic theory. Nor did these meetings, under the auspices of the National Educational Association, disperse without any practical result. The society meets at intervals, and the germs of new ideas sown at one meeting have time to develop before the next, when a further stage toward realization may be entered on. Such questions as the subjects and standard of proficiency necessary for the degree of master of education, the necessity of different grades of training colleges for secondary and higher education, the conditions under which teachers' certificates should be granted, the desirability or otherwise of employing none but trained teachers, the amalgamation or separation of normal and training schools, came in for their share of attention; and when we consider that the

leading educationists, presidents of universities, and college professors from the states and Canada were present, many of whom hold public office as commissioners, inspectors, and examiners, one cannot but feel that real work was done, and that practical results will follow.

One longs to join that body of American explorers,

"To shun delights and live laborious days,"

in order that one may enter with them into that great educational future which seems so encouragingly near.

"We all have a philosophy of some kind," said a speaker at a meeting of Herbartians; we are all Hegelians, Herbartians, or Froebelian. How, I asked myself, has this been brought about? How has this great mass of teachers been educated to such a point? How many English teachers, drawn promiscuously from the rank and file of endowed schools, high schools, private schools, and elementary schools, could claim to have any philosophy of teaching at all? A few English teachers undoubtedly do read psychological and philosophical works and books on educational method (sometimes I think chiefly for the sake of saying they have read them), but how few study them, discuss them, apply them, and experiment for themselves.

Then, again, have not our national exclusiveness and pride something to do with it? Teachers of the higher social class do not care to appear too anxious to gain professional knowledge, are perhaps inclined in the holidays to try to forget that they are teachers, take care not to let their profession ooze out in general society, have a lurking fear that if they sit with other teachers at the feet of some great Gamaliel of the profession, their ignorance may be suspected, or they may become "shoppy;" in short, they respect their vocation in theory only, and consequently society is inclined to give to teachers the status they acknowledge to be their due. In America this is not so. While there one felt that to be a teacher was to have a claim on the respect of society; that one gained in social status by the very mention of the fact. "The future of our nation is in the hands of our teachers; we cannot over-estimate them as an influential body," said one who was not himself a teacher.

But to return to the problem advanced just now: "How is it that the mass of American teachers are thus professionally educated?" We think partly through the many means of raising themselves open to the profession; many such means came under our notice during our short visit, and there must be many more that are still unknown to us.

In addition to the meetings of the N. E. A. and other like societies, there are summer schools and institutes for teachers. A summer school was being held in Colonel Parker's famous normal school at Englewood, near Chicago, during the Educational Congress, and we had the good fortune to spend two mornings there. Lectures of an informal nature were given by the Colonel himself, members of his staff, and others, on methods of teaching certain subjects, and the theory of the methods; occasionally the subject matter alone engrossed attention. At intervals of five or ten minutes the lecturer ceased, and members of the audience had then their turn to ask questions (and most intelligent were the questions raised, generally by men, experienced schoolmasters, who had come to learn more of their art), to raise objections, or to ask a reason for the assertion made or method suggested, or to state his or her own method of dealing with a subject. Some teachers were learning and practising blackboard drawing as a means of expression, while others were free to look at specimen books sent by publishers for their inspection. In the afternoon, teachers were at liberty to amuse themselves, and to have "a good time." Attendance at these schools, though a source of great profit and pleasure, involves sacrifice on the part of the teachers.

Besides the above advantages, the numerous educational journals contain many articles adapted to pro-



mote better methods of teaching; many single numbers of these papers fell into our hands, and we found them full of suggestions and new ways of applying old principles.

There are also correspondence classes for teachers, with examinations and certificates to follow, if desired. Prang's system of manual training, so widely used in America, is taught by correspondence to those teachers who live at a distance from Mr. Prang's headquarters.

This great uplifting of teachers in America has come from the teachers themselves, not from any power outside the profession. Indeed, external influences, where school boards are unenlightened, must be paralyzing to the most courageous teachers, and in the states there is a superabundance of supervision, by men not always elected on account of their peculiar suitability for the office. At one congress a young teacher stood up and said quite pathetically to the lady speaker who by her inspiring words had set us all longing to *be* better, and to *work* better: "What would you do if you knew you were teaching in the wrong way and with the wrong books, and yet you had to do so because the school board compelled it?" "Teachers must be courageous," answered the speaker, with a fierce crescendo in her voice; "teachers are too often cowards."

Ladies' College, Cheltenham.

M. LOUCH.

## Unfortunates.

By A. C. SCAMMELL.

It is not the dullard, nor is it the sensitive child, whose cheeks are always tear-stained because of fine-needle nerves, that most excites the teacher's pity. It is the half-imbecile child, who ought to be in the nursery, but whose parents, hoping much from the quickening influence of other child-minds, send unsheltered into the school-room. The flash-light of intelligence, when the soul, free for an instant, comes to the front, offering hope, only to go back again into hopeless vacancy—what can be more sad?

The teacher may make such children object lessons, to impress upon her pupils the duty of sympathy and helpfulness, but how is she to prevent their being targets for the wit and refined cruelty of those unkindly disposed? What and how to do with these unfortunates, is one of the most involved problems that a teacher has to work out.

If ever the *religiousness* of a teacher can be made one factor of her success, it is now. The "Inasmuch" of the Master, may be her spur and her reward. Said one, whose patience with children wrought miracles, "I think of each child, as the little brother or sister of our Lord, and this feeling of kinship makes responsibility welcome, and gives me the patience that is even greater than love. A Protestant mother came to a Catholic teacher in a public school, to complain of the neglect of her child. The parent's words seemed to imply reproach against the teacher's religious influence over her pupils. "Oh, I never bring my religion into the school-room," was the impulsive reply. "Well, you ought to, every day of your life," was the curt rejoinder; and the mother, who could hardly be called a religionist, voiced the opinion of every honest parent.

Taking this fact as a basis, that a faithful teacher must have a religious creed and live it in the school-room, how shall she build? That weak-minded children are often obstinate and hard to manage, that attempts to conquer them often lead to "scenes" in the school-room, disastrous to other children, every teacher knows.

What is left to do, but to experiment time after time, to carefully feel the way to the dim mind, to note each sign of its approval or dislike, with its cause and effect. Perhaps the first thing to be done, is to lead the child to imitate his school-fellows. He copies, parrot-like, without motive, but this seems to place him upon the common plane. Is isolation well for such a child? Visiting a primary school, I noticed such a little boy sitting apart from the others. The teacher explained,

in pitying tones, that the boy made the other children play. I shall not soon forget the sad, wondering look of the child, as he heard the low-spoken words. I think they left their scar, like the branding-iron, every time they were so innocently spoken.

"If he copied the naughtiness of the children, would you correct him?" Yes, as I would the others, yet with the reserve conditions that all teachers should know how to make so deftly, that it will cause no envious feeling. And I would never talk to him, or of him, in his presence, in different words or tones, from what I would speak to, or about, any other pupil. When praising others for what they did with painstaking, I would praise him for what he tried to imitate blindly, for in so doing, he touched his fellows, and possibly, there went out virtue from their minds, to his. "Would you place him in classes?" Yes, and try so to simplify a few things, the others in the class so often reproducing them, that some impression might be left upon his mind.

Have you ever watched the dull eye change, while fractions were being explained by the dividing of apples? It does not take much mind to copy that. In the school for feeble-minded children, in Media, Pa., there is a class that can do quick and accurate work in fractions, but the teaching has been slow, and the result of infinite patience.

Perhaps the teacher's greatest trouble with such children, is on the playground. The more largely the family life prevails in the school room, and the stronger the personality of the teacher, the easier will her task be. Here, especially, her pupils must know the creed of her life by heart, and so respect it, that they shall choose to adopt it as their own. And that creed ought to be the Golden Rule.

## Value of Literature to Boys and Girls.

Report of an Address by DR. WM. H. MAXWELL.

I hold that no subject handled by teachers and their classes is of importance equal to that which attaches to reading. It should be made the central subject of class work.

De Quincy divided literature into two branches, the literature of knowledge and the literature of power. The literature of knowledge is laid before pupils in their text-books on geography, history, grammar, etc.; but pupils make little acquaintance with the literature of power or literature as a fine art. Our readers do not supply enough and their contents are too fragmentary. The power of great literature in its wholeness is not in them, even when their selections are well made, and often they descend to the commonplace in order to reach the mental level of the children. *There is nothing sadder in a child's school life than that he should be compelled to read over and over again for five months some fifty or sixty pages of the ordinary school reader, until he knows them by heart. If he could have been reading over and over, instead, the same amount of great literature, which he could never forget, instead of the little literature, which he will never remember, how immeasurable would be the gain.*

Dr. Maxwell here made a few earnest remarks about the necessity of special preparation on the part of the teacher for the daily reading lesson and recommended some helpful books. The teacher's object in reading these books should not be to get some little cut and dried method that she can put immediately into her class work. There are great, scientific principles that lie at the root of all that can be done in education. These should be mastered by every teacher. One of these is to refrain from telling pupils what they can find out by their own researches. Much of the poor spelling in our compositions would be avoided if pupils could acquire a habit of consulting the dictionary. Another of these great principles is, proceed from the known to the unknown. Knowledge is not to be estimated by the number of facts assimilated, but their association.

Dr. Maxwell devoted the main part of his address to methods of studying a gem from the mine of literature, using as material for illustration, the poem "Evangeline," which is the composition selected for study in first grammar grade.

1. The poem should be read at least three times. It can be read fifteen to twenty times and new beauties found at every reading.

2. The first reading should deal with the poem as a narrative—after having determined its meter and studied the accent a little. After the first reading a brief abstract should be made and put away for comparison with another abstract to be made after a third and critical reading.

3. During the second reading the student should form clearer conceptions of characters, etc., and should divide the poems into parts for closer study. "Evangeline" can best be divided geographically, because the different scenes are laid in different places. At this reading also passages should be selected to be memorized. Abstracts of the several main divisions of the composition should be made.

4. A third and critical reading, with careful analysis of involved sentences, close study of words in their relations as used in the poem and expansion by following out the geographical and historical allusions. This third reading should include also some study of the imagery in the poem and should be followed by a second abstract of the whole more careful and complete than the first.

Dr. Maxwell closed his address as follows:

"The fourteenth century marked an epoch in English educational history by introducing the English language in the schools as a means of imparting instruction. The nineteenth century will mark another epoch in educational history by turning the rich stores of English and American literature to account in the aesthetic and moral education of English-speaking youth."

## Neatness in the School-Room.

By A. F. L.

"Like teacher, like school," has been often said and truly said. But are not teachers as a rule neat? Yes, as a rule, but there are often exceptions to rules. Pupils imitate the teacher in many ways that she hardly realizes, and the general effect of the school-room makes this impression on the children.

Let me tell you about two rooms which I have frequently visited. They are both grammar rooms. Upon entering the first room I always notice the blackboards. They are never clean. Work has been erased, but not *wholly* erased. All along the lower and upper edges of the board are the remains—fringes—of old problems. I have often wondered how long they have been there. The chalk-box along the lower edge of the board contains a great deal of chalk dust. I always feel a desire to take a brush and dust-pan and remove it. A boy is sent to a board, on which there is some writing, to do a problem. He carelessly erases a place in the middle of it, large enough for his needs, and does his work. Allowing this is teaching the boy to be careless. He makes his figures in a careless manner, none of his lines are straight. Here is a chance lost of impressing neatness on the boy's mind, in three ways—clean board, neat figures, straight lines. Are you surprised when I say that the boy "slouches" when he returns to his seat? One bad habit begets another. And yet, in many respects, this is a good teacher. But these are some of the details she fails to notice. Are *we* not unmindful in some direction? Are we not sometimes surprised to find that we have grown careless in some little thing? "Eternal vigilance" must be kept up.

I will now speak of that other room to which I referred. The neat appearance of the boards is a noticeable feature of the room. In the first place, they are very clean. No remnants of yesterday's problems on these boards. I happen to know that this teacher frequently washes them, or has it done by some of the

larger boys, and it is not much work. These boards are of slate so this can be done; but common boards can be wiped with a cloth occasionally, and much chalk-dust thus removed. Every pupil who works at the board—and there is a great deal of board-work done in this room—must do his work carefully. Neatness in work is insisted upon. What is the effect on the pupils? I notice that wherever they do is carefully done.

I will speak of one or two other things. Teachers, how do your own desks look? (As I write this sentence I stop to straighten a few articles on my own desk, for I am writing this in my school-room, after school.) Do you ever have articles strewn about there in a careless manner, in the hurry of the day's work? I pretend to keep my own desk looking orderly, but I sometimes notice that, when visitors enter and take seats on my platform, I at once am impelled to gather up some of the articles from the desk and put them in their proper places, to give the desk a more attractive appearance.

I have been in rooms where books were loosely piled (or scattered) on the table and window-sills. When the children returned books to the table, they made no effort to pile them neatly. I wondered if disorder did not reign in their desks. I have seen other rooms where every book must be returned to the exact place from which it was taken; where every child must keep his desk in good order, where everything in the room had a particular place and must be returned to that place after being used. Do you imagine there was any difference in the appearance of the children of these rooms?

Are you careful to have neat figures and careful writing in the work you yourself place on the board? Or, in your haste, do you often dash it off carelessly? Your children will do the same.

Are you *always* neat in your personal appearance? Is there not some detail about which you are sometimes careless? Is there a boot-button missing? Be sure that some of your pupils have discovered it, even if *you* have not. Is there a rent in your sleeve which you have not found time to mend this week? Yes, they've seen it, most of them. Nothing escapes those bright eyes. And your general appearance is, doubtless, commented upon by many a little girl in her own home.

There are always some untidy looking children in every school-room. Their parents are not particular about their personal appearance, but the teacher can do much for them. Insist on hair being combed, hands washed, etc. "Let *all* things be done decently and in order."

Children can be taught to do their work neatly and yet quickly. Do not allow *too much* time to be spent on any work, but do not accept careless, dirty work on slate or paper. Have it done again and again if necessary. The other day I saw a very neat-looking examination paper written by a boy who, a year ago, always blotted his paper and himself, too, generously.

Children are greatly influenced by their surroundings. If the whole atmosphere of a room is orderly, you may expect careful work. How about your decorations on the walls? Are they the worse for time and flies? Then remove them. Have everything of this kind bright and fresh and in good taste.

When you enter your room to-morrow morning, glance about critically and see if, perchance, *some* little improvement is not needed. Occasionally I am surprised to find that I am doing something in a careless manner, which I had not before realized. "Order is Heaven's first law." Let it be an important law in your school-room, fellow-teachers.

Half the world is on the wrong scent in the pursuit of happiness. They think it consists in having and getting, and in being served by others. It consists in giving, and in serving others. He that would be happy let him remember that there is but one way—it is more blessed to give than to receive.

—Drummond.



## The School Room.

DEC. 16.—LANGUAGE, THINGS, AND ETHICS.  
DEC. 23.—NUMBER, SELF AND EARTH.  
DEC. 30.—PEOPLE AND DOING.

### A Reading Lesson.

By E. M. SCAMMELL.

I had been appointed as supervising principal in S—; there were seven assistant teachers. I entered the intermediate department one day, and found the teacher with a class in the Third Reader before her; there were twenty girls and boys between the ages of ten and fourteen, some tall, some short. This was the first division in the school—the best, or most advanced ones. A quick glance told me that they were “without hope”; doing as they were bid patiently and believably, but wholly uninterested.

“I was afraid you would come in while we were reading,” said Miss L—. “These pupils somehow don’t like reading, and I can’t teach them reading as I can arithmetic.”

Just then her eye caught one boy leaning on one foot.

“Stand up straight, James; Mary you are over the line; hold your books lower.”

“Shall I take the class?”

I sent all but five to their seats, as I saw they were tired physically; these I put on the platform facing the school. Now I had five principles that I employed in my own reading classes, and I knew they would operate here too.

1. There must be an interest—both particular and general.
2. They must recognize the words as well by sight as by hearing them. For instance, “There is a horse,” in the book must mean the same to them as when a pupil says, “There is a horse.”
3. The words in the book taken collectively, must express a thought to them as when spoken.
4. The words in the book must awaken an interest or feeling of some kind as spoken words do. When I say, “John may have an apple,” John has an interest; when he reads, “John may have an apple,” he has none. Yet persons do come to be interested enormously in what they read.

5. The knowledge that comes from reading must be built into their other knowledge; they must know more for having read.

There were three sentences in the first paragraph, and this paragraph I set apart for this group. I knew all the rest in the room would be invigorated by the teaching of this group—if it was rightly done. These were the sentences:

“A bee that had slept rather later than usual, finally flew away from the hive. The first flower he lighted on was a thistle, but he could get no honey; this made him mad with himself for not getting up earlier. The next was a pretty red clover, but some bee had been ahead of him here too; then he flew down on a milkweed, and found it full of sweetness.”

1. I questioned them in a lively manner to interest them—but I was brief.

2. I wrote on the blackboard several words: slept, later, rather, finally, away, etc. Then a pupil pointed to them, and all named them. (I noted that some of these words were not in the vocabulary of certain pupils—such as “finally.” I had them make sentences and use “finally.”)

3. I then read, “A bee that had slept rather later than usual,” and asked, “What is talked about? Who has seen a bee? What had he done? Was he a lazy bee? Why do you think so?” So each sentence was taken up, so that they would know what the meaning was in the combination. I noticed that the combinations were not children’s combinations, that is, the thought was not expressed as a child would express it.

4. Then one read a part of a sentence, “A bee that had slept rather later than usual,” and I said, “Why, that is funny. Do they have little beds do you suppose?” They began to be interested in the thought. I noted that they had no expectation there was anything interesting in the sentences before them in the reader.

5. Then I undertook to unite the knowledge gained from the book with what they already had. “Who has seen a bee? What does a bee do? Who has tasted honey? Who has seen a hive? What sort of a bee was this? Then bees are lazy? Good natured? Industrious? Ugly? Cross? etc. Would a bee know why there was no honey in a flower? Would he think he would fail because he was a lazy bee?” etc.

All this was quickly done; no prosing nor wonderings by either teacher or pupil; the main subject was strictly kept in hand. I noticed the remainder of the class were as wide-awake as those I had before me; they had been benefited as much, possibly more, for an outsider sees more than those in the conflict, and those listening to a debate know what should be said, because they have no responsibility.

The next five were called up, and the treatment of the second paragraph was just the same as that of the first; but I noted there was greater interest and more intellect.

The next five came forward, and were taught to *look at the words and think*, for this is reading; then the last group came up. And it was plain that this group had gained great impetus from hearing the questions and answers of the three other groups. The whole class looked refreshed and brighter, and more alert; they were ready to undertake anything in their power.

To the whole class I said, “I want you to write me a little story about a bee, and use in it these five words, *finally, rather, plump, milkweed, discharged*”—all of these had been in the lesson. “Besides I want you to use those words at home when talking with your parents and friends.”

On the next day, I returned at the reading hour; all the class were on the alert.

(a) A pupil had written fifty words on her slate—all from the reading lesson.

(b) Sentences were formed of the words as, “Father said I was getting *plump*.”

(c) A drawing was made of a bee on the blackboard—several had drawn a bee on paper.

(d) All had short stories of a bee.

(e) Many had new matter about bees.

(f) Every one could read the four paragraphs without stumbling.

(g) There was a great interest in doing the reading.

(h) There was still a lack of understanding properly all that was *read*; that is they understood it when it was said by another, but when they read it or heard it read they failed to take hold of it.

(i) I took particular pains not to have them learn it by heart—this they could easily do. I asked one to tell me the same thing that was in the first sentence, but in different words. One pupil said, “There once was a bee who liked to sleep in the morning; he always came down stairs cross and rubbing his eyes; when he got fully waked up he flew off to get some honey.”

The teacher took hold of her class after this with increased pleasure, because she saw better how a child learns to read. The process is not an easy one; we do not sufficiently recognize the difficulties in the way—for some children.

### Fun for the Grammar Class.

[Back numbers of THE JOURNAL will furnish other similar examples.]

A Massachusetts high school boy, when questioned in an examination as to what books were being read by the pupils of his school in connection with their study of literature, wrote: “I cannot remember all I have read. I read library books and *boox that I by*.”

Why is St. Paul’s Cathedral like a bird’s nest? *Ans.*—Because it was built by a Wren.

“Where are you going, my pretty maid?”

“I’m going to sneeze, kind sir,” she said.

“And at whom will you sneeze, my pretty maid?”

“Atchoo, atchoo, kind sir,” she said.

SEEN HIM SAW.

He was a sawyer; blind was he,

That was his only flaw;

And though none ever saw him see,

Many have seen him saw. —Judge.

MR. WRIGHT’S REMARKABLE EXPERIENCE.

Mr. Wright went out to fish,

And he became a Wright angler.

He thought he would try and catch a shark,

And became a try angler.

He laughed to think how smart he was,

And he became a cute angler.

But he did not see the shark with its nose under the stern of his craft.

He was such an obtuse angler.

Until the creature tipped over his boat.

When he became a wrecked angler.

—Whitehall Times.

“SIT” OR “SET,” WHICH?

One woman can make a hen sit, but the other one says she set hers, and neither of the hens would object, but what puzzles the majority is, which is correct? This is the way a certain writer has endeavored to throw some light on the subject: A man, or woman, either can set a hen, although they cannot sit on her, neither can they set on her, although the old hen might set

on them by the hour if they would allow. A man can not set on the wash bench, but he could set the basin on it and neither basin nor the grammarians would object. He could sit on the dog's tail if the dog were willing, or he might set his foot on it. But if he set on the aforesaid tail or sit his foot there the grammarians as well as the dog would howl. And yet strange as it may seem, the man might set the tail aside and then sit down, and neither be assaulted by the dog nor the grammarians."

Let the pupils restate the following, giving the intended meaning of the authors:

She was the only child of a wealthy Dutch farmer with rosy cheeks, laughing eyes, a step like a fairy, and a voice like a bird.

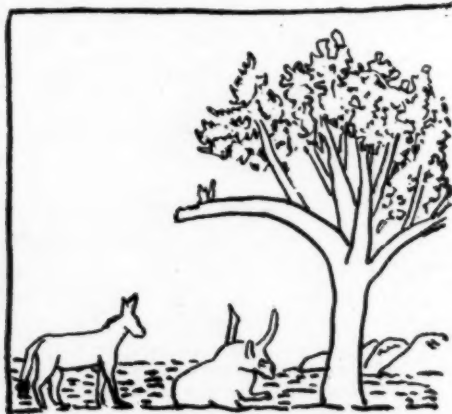
Extract from a bride's letter of thanks: "Your beautiful clock was received, and is now in the drawing-room on our mantel-piece, where we hope to see you often."

A man in town of Rushford killed another man's dog. The son of the man whose dog was killed, therefore, proceeded to whip the man who killed the dog of the man he was son of. The man who was son of the man whose dog was killed was arrested by the man who was assaulted by the son of the man whose dog the man assaulted and killed. The man who was arrested by the man who killed the dog of the man whom the man arrested was son of, for assaulting the man who killed the dog, finally settled the case up with the man who had arrested the son of the man who owned the dog for assaulting the man who killed the dog of the man's father who had been arrested. And still we are not happy.

## One Week's Work in Grammar.

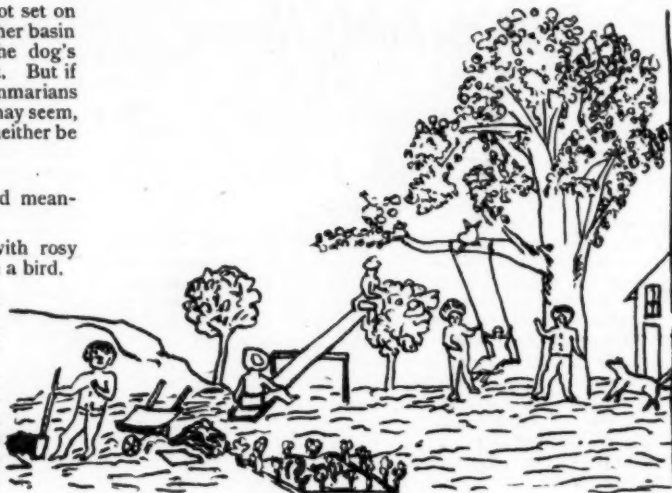
By Principal GEORGE W. ALTER.

Grammar work in our country common district schools must be interesting to be successful. I submit this work to my fellow-teachers in hope it will lead them to do more original work. This picture should be sketched on the blackboard. Then the series of questions used in order as shown, together with any additional work you may desire.



LESSON I.

1. Find fifty name words from picture.
2. Tell something of each name word; as, horses run. The horse runs. Horses canter. The horse gallops. Horses can run. See that only action words are added. (Caution to the teacher: Tell pupil meaning of name word and action word.)
3. Tell meaning of verb, noun, sentence. Form one sentence of each group of sentences, using the same name word; as, The horse runs, and canters and gallops and balks. Rewrite sentences using comma instead of the connecting word *and*. Caution: Place action words so as to give a smooth sound to the sentence.
4. Select thirty sentences from those given by the pupils for diagramming and analysis. Use Reed's and Kellogg's sentence line. Subject is what we are talking of. Predicate tells what is said of the subject. Distinguish between simple and compound predicates. Diagram sentences for the class. Analyze a sentence for class.
5. Review previous work on the picture. Be sure that each pupil understands the meaning of the grammatical forms used. Require a short composition giving facts as shown in the picture. Caution: Every declarative sentence should be followed by a period. Statements which state or declare a fact are called declarative sentences. A statement is something told of a subject.



SECOND WEEK.

1. Choose names for the children. Find fifty name words or nouns from the picture. Write fifty action words from last week's work. Caution: Show difference between proper and common nouns. Learn the meaning of the new grammatical forms.
2. Tell something of each name-word, using one action word for each; as, The dog barks. The boy bawls. The girl swings. Give parts of the action words; as, bark, barked, barking, barked.
3. Using your proper nouns as subjects state some fact; as, John swings Mary. John is swinging Mary. Tell meaning of object complement. Caution: Every sentence must show a complete thought. Select thirty sentences from the class work on the picture for diagramming and analysis.
4. Rule. The first word of every sentence should begin with a capital letter. Analyze the thirty sentences. Example. Girls swing. Girls is the subject because —; swing is the predicate because —. Show how to diagram an object complement.
5. Write a short composition on the picture. Examine and correct spelling. Diagram ten sentences having object complements. Caution: See to the proper use of the period and comma. Allow only simple sentences.

## The Poet of the Month.

(It is proposed to give each month an outline of study connected with some author whose birth or death associates him with the month.)

JOHN GREENLEAF WHITTIER.

Born in Haverhill, Mass., December 17, 1807.

Ancestry. Home life. Religious belief of parents. Influence of home-training.

First poems. Editorial career. Editor of *American Manufacturer*, *New England Weekly Review*, *Pennsylvania Freeman*; corresponding editor of *The National Era*. Political career. Member of Massachusetts Legislature, 1835-1836. Secretary of American Anti-Slavery Society.

Views on the subject of slavery. Influence of these views. Poems of abolitionism.

Legendary poems.

Love of nature. Poems of nature. *Snow-Bound*. Why his most popular poem? Of what does it give a true picture? Death, 1892.

Select different poems, and read orally. Question on each. When written? Leading idea. If legendary, source of the story. Truth or fiction. Word pictures. Geographical and historical references. Moral. Separate passages committed to memory.

"Mind relaxed by reading novels of the exciting kind children prefer, or goody Sunday-school books of a too common type, which a healthy, well-kept mind cannot abide, or much newspaper or periodical literature for children or adults, may be interested in what is light and chatty, but cannot read in the severer sense the school should ever insist on."

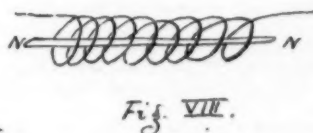
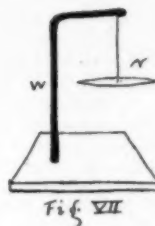
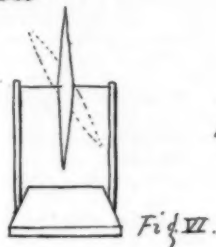
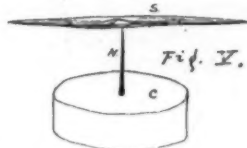
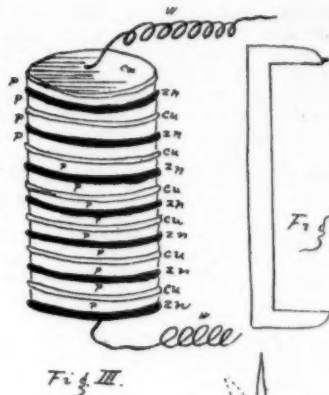
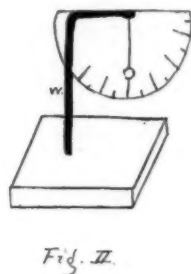
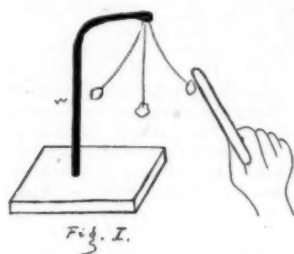
Language cannot express to any one much beyond what he has lived or experienced.

—A. P. Marble.

Too much arithmetic has made men sordid.

—Chas. B. Gilbert.





## The Story of the Thermometer.

By JAMES C. MOFFET.

Very few of the many millions of perspiring pedestrians who have consulted street thermometers during the past summer know anything of the history of this useful little instrument. It was as late as 1621 that the first successful experiment was made to construct an apparatus adapted for measuring the difference of temperature.

This thermometer was made by a Dutch physicist named Cornelius Van Drebbel, and consisted of a tube filled with air closed at its upper end and dipping at its other extremity—which was open—in a bottle of nitric acid diluted with water. As the temperature rose or fell the air in the tube increased or grew less in volume, and consequently the liquid descended or rose. This instrument is now known as an air thermometer, but as its measurements were based on no fixed principle it was of little use.

Thirty years after the introduction of Van Drebbel's "indicating glass" certain Walian scientists improved it so that it took the form of the thermometer of to-day, its principle being upon the expansion of liquids. Instead of air the tube was filled with colored alcohol. In order to graduate it the instrument was taken to a cellar, and the place was marked where the liquid came to a rest. This was used as a starting point, and the portions situated above and below the cellar temperature were divided into 100 equal parts. Of course with such a system it was impossible to construct two instruments that should agree. Yet for one-half a century this was the only temperature measurer that was made use of, as it was not until the end of the seventeenth century that Renaldini, a Venetian scientist, proposed that all thermometers should take the freezing degree of water as one fixed point, and, as another, that to which alcohol rises in the tube when dipped in melted butter, the space between to be divided into equal parts.

The present thermometer, therefore, dates from this period, the first instrument due to this innovation being made in 1701 by Sir Isaac Newton. In Newton's apparatus was placed linseed oil which is capable of supporting a higher temperature than alcohol without boiling.

In 1714 the mercurial thermometer that is used to-day throughout the English-speaking world, was invented by Gabriel Fahrenheit. In Germany, however, the scale of Reaumur, introduced in 1730, is most popular, while that of Celsius, which appeared a decade later, is the standard in France. These three instruments differ only in the graduation. In the scale of Fahrenheit the freezing point is marked at 32 degrees while the boiling point is indicated at 212. Reaumur and Celsius more scientifically took the freezing point as zero. Boiling point, according to Reaumur is 80 but Celsius placed it at 100, and it is therefore known as the Centigrade scale. Scientific men throughout the world have adopted the latter almost exclusively now, and it is thought that some day its use will become universal.

"Mama," said Johnnie, "if I swallowed a thermometer would I die by degrees?"—*Boston Post*.

## Electricity and Magnetism.

By FRANK O. PAYNE.

Although much time formerly devoted to static electricity is now spent on the more practical and useful dynamic variety, still it is well to give some time to the former. This is especially applicable in our common schools where apparatus is not abundant. Frictional electricity is clean. There are no acids to injure the clothes and many laws are illustrated by it.

**Apparatus.**—Each child should have a piece of flannel about eight or ten inches square, a piece of glass tubing a foot long, and plenty of pith from corn-stalks or elder. It is well to gather some large corn-stalks and lay them away in a very dry place for some time.

With some old umbrella wire, fix stands. (Figs. I., II., and VII.) The small hole in the end of umbrella wire is useful for suspending the various things.

1. Suspend pith-ball by linen thread. (Fig. I.) Rub the glass rod briskly with flannel; hold near the ball. Note result.

2. Suspend pith-ball by silk thread. Try as before—compare results.

3. Suspend with cotton, fine wire, hemp, yarn, etc. *Friction produces electricity.*

4. Rub sealing-wax in similar manner. Rub a guttapercha comb. Try the foregoing experiments with the wax; the comb. Compare the wax with the glass. Use silk handkerchief instead of flannel to excite electricity. Compare silk and flannel in this respect. *An electrified body, induces electricity in another body.*

5. Use bits of paper, lint, and other light bodies.

6. Charge two pith-balls with the rod. Bring them together—what follows? Charge one from the rod and one from the wax. Bring together—what follows? From the above, the following may be brought out: *Law.—Like electricities repel; unlike electricities attract. Conductors permit electricity to pass along them. Non-conductors do not.*

Fig. I. is called an electroscope. When the semicircle of cardboard is fixed, as in Fig. II., it is an electrometer and may be used to measure the attractive and repulsive force of different electricities.

Take a shallow wooden box having a sliding cover. Remove the cover and slide a plate of glass into its place.

Place bits of pith, paper, etc., within and close the box. Rub briskly on the glass above and the pith will be attracted and repelled from the under surface.

Use feathers, empty egg shells, etc., milkweed seeds, etc. The above outline ought to furnish experiments for a week.

Get a tinner to cut out for you several circular disks of copper and zinc. These may be of any uniform size. Two inches in diameter is large enough. There should be several. The more the better.

Cut out several circular pieces of blotting paper, and arrange as in Fig. III. Be sure to have the metal disks separated by the paper and have them alternate copper, zinc, copper, etc. The outside one on one end of the pile should be copper, while the other end should be zinc. A piece of medium copper wire (W) should be soldered to the outside disks.

A clamp, Fig. IV., may be made of a piece of wood to slip over the ends and hold the pile together.

This is called a *Voltaic pile*. With this instrument, when it contains enough plates, a strong current may be felt, and all the common experiments made with the battery may be performed. The taste, physiological effects, etc., are shown very nicely, and with sixty disks water has been decomposed into its elements. Fig. VIII. illustrates the electro-magnetic effects; when the wire from the pile is made into a helix and a knitting needle is inserted, it becomes a magnet. If the current is broken, what effect? Will the current make a magnet if the wire is wound around a piece of glass tubing and the needle inside?

#### MAGNETISM.

Cut a watch-spring in pieces three inches long. Find the middle and dent it with a point of a sharp nail.

Balance it on a needle point, Fig. V., and file the Leavy end until it rests in a horizontal position. Heat it to redness. This removes the temper. Now take a magnet and magnetize the needle. To do this place the needle on the table and put the magnet at one end. Then move the magnet from one end to the other, *always in the same direction*. When sufficiently magnetized to pick up tacks, poise it, as in Fig. V., and observe how it acts.

Make several such needles, also needles hung as in Figs. VI. and VII.

The laws—*like poles repel, unlike poles attract*, the angle of the dipping needle, Fig. VI., and numerous experiments with current and needle, will easily furnish material for six weeks in the school-room.

The pupils should make their own apparatus when possible.

The introduction of such work will awaken fresh enthusiasm among the pupils.

### Lessons from the Cyclopedia.

The teacher should not depend upon her school paper for such information lessons as drift along on the stream meant for all grades. Let her select her own subjects from among those that offer themselves in closest relation to the school work of the day. Let her read the article in the cyclopedia, (consult more than one if possible), collate her facts (those most interesting to the pupil and pertinent to the occasion), arrange them as in the following example, and then begin the lesson:

U. S. Flag	Present flag adopted, 1777.
	First made by Mrs. Ross, of Phila.
	First used at battle of Saratoga.
	Thirteen stripes represent 13 colonies.
	There are as many stars as states. (Now 44.)
	Nickname—Stars and Stripes.
	The colors are emblematic of
	(1) Red—Defiance.
	(2) White—purity.
	(3) Blue—justice.
	National song: "Star Spangled Banner."

Writing the subject, "U. S. Flag," and making the brace, she may call for all the information possessed by the pupils in regard to this subject, from her own knowledge adding what is lacking.

Then reviewing, she may write the facts inclosed by the brace in their order, as the pupils restate them in answer to questions. Finally she may erase "1777," "Mrs. Ross, of Phila.," "Saratoga," "13 colonies," "states (now 44)," "Stars and Stripes," "defiance," "purity," "justice," "Star Spangled Banner." The words left will serve as questions, and the pupils may copy the scheme, filling the blanks as a written recitation.

A composition on *Our Flag* would appropriately follow this lesson.

A proper use of the cyclopedia may extend itself to a single form of "original research" by the pupils. Let the boys and girls look up allotted subjects, prepare schemes like the above, and recite from them for the instruction of their classmates.

### School Incentives.

#### CHANGING SEATS.

By M. H.

I have just read the "Old Foggy's" article in the November INSTITUTE, and like his idea of showing pupils the results of their own work, and their responsibility for promotion or demotion when the teacher has done her part in helping them.

I see no more "old foggyism" in this, than in paying wages to workmen according to care and skill in labor.

Last year, I classified pupils according to ability to do the grade work, placing boys who did the best work in arithmetic, reading, and spelling in row 1; the girls who were the best workers in row 2, etc., the poorest being seated in rows 7 and 8; at the same time they were told that we need not have any poor rows—that all the rows might be good, if they made them so. Weekly tests (Fridays) were given in number and spelling, credits were recorded, and at the end of four weeks, sums of each were

taken, and reports were sent to parents, including reports of language, geography, music, and reading.

Then if any one had made sufficient progress to warrant a promotion, he was given a seat, in the 1st or 2d row, the seat of one who had not worked hard enough to retain his position.

This changing of seats every four weeks proved a success as an incentive during the entire year. At the beginning of the spring term (April), a class of 15 were promoted to the 5th grade or A primary, and their present teacher tells me that they will be ready to begin D grammar work in January next. So much for the brightest.

At the close of the year, 27 more were promoted, and 15 were retained to go over the work again; some of whom had not the ability, others were too lazy, and a few had been prevented on account of sickness.

The weekly reviews occupied only the time given to the regular recitation, and the "New Education" ideas of development were used whenever practicable.

Sometimes little hearts would sink because of a demotion, but they were encouraged to work their way up again. One of these little girls, I have in mind at present, went home sad many a time because of 65 or 70 on her card, but her perseverance won her a place in the class promoted at the close of the year.

Her father said to me the other day, "One of my children had a teacher (several years ago) who tried to please the parents by 'marking pupils high,' and although I admit that she is a bright girl, I am sure she did not deserve the per cents she received, and that is a positive injury." I replied, "Children must earn all true worth in their after life, why not have them learn that lesson now?"

### An Alphabet of Maxims.

These maxims should be made the texts of little talks and memorized, one a day, or in alternation with other ethical study. The close of the session is the best period. If this hour is selected, the teacher can choose her text according to the incidents of the day and send the pupils home in a thoughtful mood. Most of the talking should be done by the children—not by the talkative ones. The teacher should employ the art of questioning to "draw out" the quiet pupils and make them preach their own sermon.

A good name is rather to be chosen than great riches.

Better be alone than in bad company.

Ceremonies are different in every country, but true politeness is everywhere the same.

Do unto others as you would have them do unto you.

Early to bed, early to rise,  
Makes a man healthy, wealthy, and wise.

For age and want save while you may  
No morning sun lasts a whole day.

Go to the ant, thou sluggard; consider her ways, and be wise.  
Happy Tom Crump ne'er sees his own hump.

It is the little foxes that spoil the vines.

Judge not, that ye be not judged.

Keep thy heart with all diligence; for out of it are the issues of life.

Learn to labor and to wait.

Men apt to promise are apt to forget.

Never put off till to-morrow what you can do to-day.

Order is Heaven's first law.

Pride goeth before a fall.

Quiet content is better than wealth,

And surely tendeth to good health.

Render unto Caesar the things which are Caesar's; and unto God the things which are God's.

Speak well of your friend; of your enemy say nothing.

The morning hour has gold in its mouth.

Understanding is better than riches.

Virtue kindles strength.

We build the ladder by which we climb.

Xantippe's tongue was a scourge to her husband.

You may delay, but Time will not.

Zeal is best when tempered with wisdom.

It has long been observed that certain flowers open and close their blossoms at least once every twenty-four hours, although the cause of this action is as yet but imperfectly known. In some cases it may depend on heat, in others on light being present in sufficient force. It was known to Linnæus, and is mentioned by other botanists. Goatsbeard opens about 3 P. M. and closes at 9. The late flowering dandelion and hawkweed open from 4 to 12. The copper colored day lily from 5 to 7. The white water lily from 7 to 5. The garden lettuce from 7 to 10. The chickweed from 9 to 9.

It will be an interesting thing for pupils to note the time of opening and closing of other flowers like the field marigold, purple sandwort, etc.



## Editorial Notes.

A county superintendent recently sent in a notice about himself that began "Supt. — is undoubtedly one of the greatest educational leaders in this country."

Some valuable additions have been made to the library of the school of pedagogy, through contributions by friends of the institution. Interest in the work is rapidly growing. The number of auditors, who come in to attend the classes in the history of education, institutes of education, and psychology is larger than ever before.

A foot ball enthusiast waved his hand so violently at the victory of Princeton over Yale on Thanksgiving day that it flew through the air at the feet of one of the players. He did not miss his hand until he tried to put it in his pocket about an hour after the game was over. He went straightway to police headquarters and claimed his property. The hand was of course artificial.

Supt. Charles E. Gorton and Prof. Edward R. Shaw, of the School of Pedagogy of the University of the City of New York, are making a very careful test of the vertical writing in the second, third, and fourth, and fifth years in a public school of Yonkers, N. Y. The test has been a severe one, and thus far the results are markedly in favor of vertical script.

We hope to publish some specimens in one of the later numbers of THE SCHOOL JOURNAL.

Cardinal Gibbons had requested the Catholic laymen having in charge the proposed memorial to the Maryland legislature asking for state aid for the schools to drop the subject. The cardinal does not think it advisable or politic to agitate the question further. Several Catholic members of the legislature say that no bill will now be introduced for a division of school funds, as the opposition to the project has been too pronounced.

During the month of November \$100,000 has been added to Yale endowment fund. Mrs. E. K. Hunt, of Hartford, bequeathed \$25,000 to the medical school. The late Ezekiel H. Trowbridge, of Cambridge, gave \$5,000 to the Yale divinity school, and the late Judge Billings, of New Orleans, left \$70,000 to found the Emily Sanford professorship of English literature in the college. The professorship established by Judge Billings is a memorial in honor of his late wife.

For many years THE SCHOOL JOURNAL has been persistently urging teachers to study the history, principles, methods, and civics of education. At first there were many who thought that they could get along well without a knowledge of these things. They aired their time-worn opinions on the subject in institutes, teachers' meetings, annual reports, and newspapers, and tried to convince everybody that common sense, native ability, and acquaintance with the ordinary text-books were all that was needed to make a good teacher. Well, they had their inning. At the present day those who have not joined the lines of progress are very careful not to let anybody suspect their lack of professional knowledge. The action of examiners seems to have set them to thinking. In several cities the standard of qualification has been raised up to the pedagogical level, not the least among them is New York. The Committee on Teachers who are charged with the examination of candidates for the post made vacant by the untimely death of the assistant superintendent, Dr. Paul Hoffmann, have decided that applicants who are not thoroughly at home in psychology, pedagogy, and school supervision shall not be considered when the selection is made. This is a move in the right direction. The next step should be to raise the examination of teachers to the same plane; and the sooner this is done the better for the schools.

Pupils will be interested in the story of the sword of Charlemagne which was revived by the recent unearthing in Columbia, N. C., of a queer-looking weapon.

In one of Charlemagne's battles he had a furious hand-to-hand conflict with a general and was victorious, cutting off the head of his enemy and taking all his weapons. One of the weapons was a two-edged sword. Charlemagne decided that the weapon should always be kept by the royal family of France as a trophy. There were changes in the ruling families, but the sword was retained. One day the king gave General Lafayette a dangerous mission to perform, and he was so pleased with the result that in a moment of joy he presented him with the sword. He was to keep it until his death and then it was to be returned to France. When he visited this country in 1825 Lafayette brought the sword with him. After he reached Columbia, N. C., it disappeared. Lafayette remained in this city longer than he had intended, and a vigorous search was made for the weapon. It was never found, and Lafayette's staff believed it had been buried somewhere by the thief. The loss of the sword is said to have enraged the king so much that he told Lafayette never to appear before him again.

## Editorial Correspondence. II.

### A DAY IN BROOKLINE.

Brookline, lying southeast of Boston, is its wealthy suburb, and one of its main streets is an extension of celebrated Beacon street. Its schools have a wide reputation. Supt. S. T. Dutton achieved splendid results when in New Haven; the short-sighted board of education desired to save \$500, and cut that amount off from his salary, and so lost the services of one of the ablest educational men in all New England. Brookline fortunately secured him.

I had been observant of the high character of Supt. Dutton's work in New Haven, and determined at the first chance to inspect the schools of Brookline, where I knew he would be at liberty to work out his ideal without obstruction. I found the superintendent at his office in the town hall, and we began with the high school. All the pupils numbering 250 (equally divided as to sexes) were singing under the direction of Prof. Cole, an opera entitled "Rose Madder;" this work as many will know is one that requires considerable skill to render. A feature not often seen was the orchestra of boys and girls numbering fifteen or sixteen violins, cellos, and other instruments were played in good style; and altogether it was like going into a hall of music. The whole scene was a refined and beautiful one.

The new interest felt by Brookline under Mr. Dutton's administration has increased the attendance in the high school from 110 to 250, and although a church has been hired, there is not enough room. The plans are made for a new high school building to cost \$200,000, to be located facing the "play ground;" the land costing \$60,000 has already been purchased.

Leaving the high school the primary and grammar schools were visited. There was a cheerful atmosphere and a sense of freedom apparent everywhere. The new buildings had ample rooms, which, like those in California were placed on the sunny side, halls occupying the north side. (Among the characteristic features are these:

Manual training is given to both sexes from the kindergarten to the high school. Nature study and elementary science form parts of the course; history, art, and literature are begun in the lowest classes and continue through every year; every primary school has a kindergarten; this is looked on as the lowest grade; there is a careful co-ordination of studies.

The kindergarten in the two new buildings are in double rooms that can be made into one by opening folding doors so that there is room for marching, etc.; each kindergarten has two teachers and a nurse. The rooms are bright and beautiful; pictures are on the walls, and plants in the windows.

The Lincoln grammar school has as its principal Mr. D. S. Farnham, an enthusiastic disciple of the new education; he is supported by equally enthusiastic teachers. Certainly the glimpses here obtained of work in arithmetic, physics, botany, mechanical drawing, and wood-working, cooking, and sewing showed enthusiastic pupils. Four hours per week are given by each boy in the shop, and the same by each girl in cooking, etc. Both have special rooms for their work.

This extensive equipment for manual training is bestowed on each of the four grammar schools of the town. One will be surprised to see how complete this is. Turning, foundry-work, and forging are taught in the Lincoln school, and will be added to the others. It will be thus seen that Brookline believes in manual training.

I observed the system of penny savings to be in operation in the schools; the accumulations amount to some thousands of dollars in a year.

Supt. Dutton is supported by able teachers; the master of the high school, Mr. D. S. Sanford; the sub-master, Mr. John C. Packard; the teacher of music, Mr. S. W. Cole; Mr. F. W. Kendall, Manual Training teacher; Mr. D. S. Sanford, master of the Lincoln school. Miss E. W. Bean, principal Lawrence school; Miss C. F. Johnson, teacher of sewing; Miss Nettie M. Willey, teacher of cooking; Miss Irene Weir, teacher of drawing, were among those I met, and who impressed me as persons of unusual ability, and possessing special attainments as teachers.

It seems that a committee of ladies in Brookline have undertaken to decorate the school-rooms with works of art, and the beginning made in the Lawrence school has given an atmosphere to that building; they consist of photographs, solar prints of classic works, and casts of noted statuary. The intention is to conduct the teaching of art broadly and not limit it to the little drawing that the pupil usually does. Miss Weir's effort will be to diffuse a taste for the beautiful; the works provided by the ladies' committee will be like text-books in the hands of the children.

It is plain that the entire effort is not to follow some other town's course of study, but to inquire. How can the school be of the most benefit to the children? Nor does Supt. Dutton think he has reached the summit. Any plan that promises greater benefits is sure to receive thoughtful consideration. He has a school committee and community that give him the most hearty support. They are not stopped by the cost; they will not tolerate inability; they ask for the best. Teachers are drawn from all sources (one was met just obtained from New Hampshire) they are paid good

salaries; the school hours are from 8.30 to 1.30—one hour less in primary schools.

This brief account of a day spent in the Brookline schools cannot exhibit the natural, the all-around, the wisely adjusted influences brought to bear by the eighty-five highly cultivated thoughtful teachers, but one feels this as he passes from room to room. Here feels there are vitalizing influences in operation and that childhood is here recognized as an opportunity for offering means to aid its inherent efforts for progress.

In all of the rooms, if I remember aright, libraries exist of twenty-five or more volumes appropriate for the age and advancement of the pupil. In one room they were using water-colors. In another the cooking class was just cleaning up. The three R's were not prominent as in most schools; but if I asked for samples of reading or of number work they were readily furnished, and in good style too. Altogether the schools of Brookline are conducted in the spirit and method of the best ideas of the times concerning education; call it the new education if you will.

A. M. K.

Chicago will soon have a fine new home for the Academy of Sciences. It will be put up in Lincoln Park and cost seventy-five thousand dollars.

Dr. Lucius F. Billings, of Barre, who died recently, has willed the sum of \$5,000 to Harvard university, to be kept as a permanent fund for a scholarship in the medical department.

The Yale Coöperative Corporation has started an employment bureau for the aid of indigent college men. Positions are secured for students who are paying their own way through college.

Four prizes have been awarded to Princeton university: one for the general exhibit, the second for the exhibit of scientific apparatus, another for the mechanical drawings, and the fourth for the Alumni library.

An address will be given by Melvil Dewey on "Educational Interests and Library Extension in New York State," Dec. 21, at 8 P.M., in the Assembly Hall of Pratt institute, Brooklyn. This lecture will be of special interest to teachers.

The Southern Female university was burned to the ground last week. One student, Miss Minnie, of Warrior, Ala., was burned to death. The others were saved with great difficulty, being hurried from their beds just in time to escape. The money loss is estimated at \$40,000 on the building and \$20,000 on school furniture.

One of the legacies left by the late Judge Billings, of New Orleans, will go to Yale university. It is said to amount to \$70,000. The entire income of the bequest is to be devoted to the salary of a professor in English literature. This newly created professorship comes very opportunely. As in many other colleges the English department of Yale has been very weak for many years.

A meeting in the interest of the Hampton normal and agricultural institute for colored boys, was recently held in the Broadway tabernacle. General O. O. Howard spoke on the foundation and early work of the school. He paid a tribute to the memory of General Armstrong, who did so much for Hampton. H. B. Frissell, the principal, spoke of Gen. Armstrong's early life in Hawaii, where his father was superintendent of schools, and of his services in the war.

Some time ago THE SCHOOL JOURNAL reported that a fine collection of the works of Kant and Spinoza, comprising some 1,500 volumes, had been purchased and presented to Cornell by Mr. A. Abraham, of Brooklyn. We are informed now that, through some delay on the part of the German bookseller, the Kant collection went to the library at Worms. The Spinoza library was bought and presented to Cornell by ex-President Andrew D. White. It has already arrived and is being catalogued by librarian William Harris.

Eton college, England's most famous preparatory school, has been greatly stirred by the announcement that the head master and his assistants have received menacing pamphlets and letters, presumably from anarchists. The provocation of the anarchists was found in the utterances of a few senior students in a recent debate on the great coal strike which favored the cause of the employers. The anarchists are supposed to have learned of the debate through the report published in the college magazine. The approaches to the college and the buildings are watched by detectives.

The purposes of Dr. J. M. Rice's recent visit to Europe were: first, to prepare for *The Century Magazine* an article on "School Excursions in Germany," which will appear in that magazine in a few months; and, secondly, to collect material for a few lectures on scientific teaching which he intends to deliver in various localities during the coming winter. During his stay in Germany Dr. Rice visited the class-rooms of some of the most noted teachers, in order to take complete reports of their lessons in shorthand. By means of material so collected, he will be enabled to

illustrate the principal points of his lectures, by quoting the actual questions and answers given during these recitations.

It is very probable that the women of the class of '94 at Harvard will receive the regular degree of B. A. Some time ago the Harvard overseers intimated, through President Eliot, their willingness to bring about a union of the annex and the university provided the annex could obtain endowments of \$250,000. This sum has now been practically obtained through the efforts of a group of women in Boston and Cambridge, interested in the higher education of their sisters.

About two years ago Miss Olivia Stokes, of New York City, gave \$10,000 to the Tuskegee, Ala., normal and industrial institute. This was to cover the cost of the building and furnishing of a hall to be used for a Bible training school. The work was taken in charge by the heads of the different departments of the institution, Professor Taylor, teacher of architecture, having the general supervision. Bricks were made at the brickyard, lumber at the sawmill, lath, shingles, brackets, moldings, window and door casings were gotten ready, and then all was put together. The work of finishing and furnishing the building was completed in less than a year. During this time the students, from the boys that dug the sand and carried the hod to the most skilful workmen, were nourished by the \$10,000, besides receiving board and schooling. This is a sample of the way in which money given to Tuskegee is used. Of about \$234,000 received by the school in twelve years, at least \$180,000 appears to-day on the school grounds in the shape of a permanent plant.

The principals of the schools in Syracuse and Rochester have issued a call to the principals of the city grammar schools of the state of New York and to the grammar school principals of the cities of New York state to hold a meeting in the near future at Syracuse, for the purpose of perfecting a permanent state organization. The committee of five, chosen to fix the date of the meeting, prepare a program, and submit a constitution and by-laws, have selected Wednesday and Thursday, December 27 and 28, as a suitable time for the meeting. The following topics have been chosen for discussion: The Grammar School Curriculum; Compulsory Education; Truant Schools; Free Text-Book; The Kindergarten as a Grammar School Annex; What Can a Principal do to Improve his Teaching Force? Wood-work in Grammar Schools; Study of English in Grammar Schools; Examinations and Promotions; Pensions for Teachers; School Hygiene; The Study of Music in Public Schools; Penmanship and Drawing.

The chances are that the Mount Vernon school corporation, of which Dwight L. Moody is the head, will have to pay damages amounting to possibly \$20,000. The boys' schools at Mount Vernon are in the town of Gill. The schools for girls, the churches, stores, etc., are on the opposite of the Connecticut river. The crossing is usually made in a ferry-boat operated by a relative of Mr. Moody. About two years ago a young man and a young woman were passengers to cross the river. The regular ferry-boat could not be run owing to the ice in the river, and a small rowboat was taken, but, as alleged, it was overturned by the lack of skill on the part of the employe who was rowing. The latter swam to the shore, while the two passengers floated down the river for several miles, holding hands over the overturned boat. The ferry employe took another boat, and after a chase of several miles, succeeded in saving the lives of both passengers. The young woman, a Miss Holden, died a few months later, from the shock and chill.

The bodies of Instructor Merriam and Miss Yeargin of Cornell university, who were drowned in Cayuga lake have not been recovered, and the prospects of ever finding them are not bright. The portion of the lake where they were supposed to have gone down has been well dragged by old fishermen, but to no avail. It has been the saying here that people who are drowned in the deep waters of blue Cayuga are never seen again, and it is feared that the two young people will be added to the list of missing forever. The charts of the lake in the civil engineers' department at the university show the middle of the lake to be similar to a deep gorge, the bottom consisting of projecting ledges, and at some points it has never been found. It has been decided to utilize electricity in the search for the bodies, the plan being to submerge an incandescent light of sufficient power to illuminate the water and reveal objects at the bottom of the lake. Several electricians have interested themselves in the project, and it is expected that the work will be begun to-morrow. A dynamo from the university and an engine will be placed in a steam launch and operated in connection with the boiler of that craft. A. E. Dresser, manager of the Electric Company of Syracuse, and Burton S. Lanphear of the university will assist in the work. Much interest attaches to the experiments, and the results will be eagerly awaited.

(Later.)—Just as we are going to press information reaches us that the search for the bodies of Instructor Merriam and Miss Yeargin has been abandoned on account of the cold and rough weather.



### Hands off of our Public Schools.

The attempt proposed by the Catholics this winter to get the legislature to give money to their schools will do that denomination no good. It will fail, for it is against the tide of the age. If any denomination might have pressed for money for such purposes the Protestants have the best claim; the patent on public education belongs to them. But they saw that all denominations must unite and they laid aside all claim. They sought the good of the public, not the good of a denomination.

This effort will find many opposers among the Catholics themselves; there are Catholic school trustees and Catholic school teachers who cannot but see that the success of such a movement means the destruction of the public school system. The most enlightened Catholics see the paramount necessity of a public school system. They see that the structure of the republic is based on intelligence not only, but on a common intelligence, an instrumentality that diffuses a basis of ideas out of which springs a respect and love for the country and its institutions. There must be a homogeneity of thought gained by our youth such as can be imparted only by public schools.

The statement that the Catholics pay two taxes, one to support the public school and one to support the parochial school, is not correct; they pay one, as do the Protestants. If they or any one else want to have another school carried on beside the public school they are at liberty to do it. The Protestants carry on numerous schools, but not one comes to the legislature and demands aid.

To carry on the parochial schools where there are so many excellent free public schools has become a burden to most Catholics and they have rebelled and have sent their children to the public schools. It is this that causes the present effort. The intelligent Catholic sees the fine public school and sends his children to it; the bigoted Catholic sees the parochial school will be closed and so applies to the legislature for help. The broad-minded Satolli saw this desire of Catholics to send to the public school and gave permission for them to do it.

Let every friend of the grand public school system bestir himself. There are weak-kneed Democrats and Republicans who will be promised Catholic votes who want offices and some of these may be cajoled; but the voice of all patriotic men will be HANDS OFF OF OUR PUBLIC SCHOOLS. Let every teacher and school official, no matter what religious sect he belongs to, oppose the giving of a single mill to Protestants or Catholics to carry on schools. A vast sum of money is raised by tax for public schools and it is willingly paid; but if a part of that is to be given to the Catholics there will be serious trouble. Will a Protestant farmer pay a dollar of school tax when he knows that a part of it is to be given to a teacher to teach Catholicism? There will be a rebellion rather.

### Death of a Great Scientist.

Prof. John Tyndall, the noted scientific investigator, lecturer, and writer, died at his home in Haslemere, Surrey, Eng., December 4. He had been suffering severely with insomnia and rheumatism for several weeks, and took a severe cold which made his symptoms worse, but the physicians did not consider his sickness

necessarily fatal. His end was hastened by an overdose of chloral administered to him by his wife by mistake in place of sulphate of magnesia.

Prof. Tyndall was born in 1820 near Carlow, Ireland. He was a descendant of William Tyndall, the martyred religious reformer and translator of the Bible, who was burnt at the stake in 1536. The branch of the family to which he belonged emigrated from Gloucestershire to Ireland in the middle of the eighteenth century. Young Tyndall became noted as a student while attending the schools of his native town, and was a diligent



PROF. JOHN TYNDALL.

reader of Carlyle's works, to which he attributed the subsequent bent of his mind. His first active work was as a draughtsman, computer, and surveyor. In 1847 he became a teacher in Queenwood college, Hampshire, and soon after began to contribute scientific articles to the periodicals. Resigning this position in 1848 he went to Hesse-Cassel and studied chemistry under the celebrated Bunsen, and physics and mathematics with other noted professors. The result of his laboratory work was important discoveries in magnetism. In 1851, soon after his return to London, Tyndall formed the acquaintance of Prof. Faraday which proved of great benefit to him.

The first visit of Prof. Tyndall to Switzerland was in 1849; later he published an essay on the cleavage of slate rocks. He

and his friend, Prof. Huxley, visited the Swiss glaciers in 1856. Tyndall returned to Switzerland in 1857, 1858, and 1859, reaching Chamouni on Christmas night of the year 1859 through deep snow. Two days later he succeeded in reaching the Montanvert, where he remained three days, for the most part in the midst of blinding snow, studying the winter motion of the Mer de Glace. He made many other visits to the Alps, generally in the summer, often in the winter. He scaled for the first time the Weishorn in 1861 and the Matterhorn in 1868. The results of these excursions are seen in the four well-known volumes of Alpine Studies.

In 1863 he published his work on "Heat Considered as a Mode of Motion" which was noted as much for the charm of its style as for its scientific worth. His studies of "spontaneous generation" proved the incorrectness of the theory; he showed that organisms developed in putrefaction and fermentation were due to bacteria received from the air and not spontaneously generated. In 1872 he delivered a series of scientific lectures in the United States. His writings have had much to do in bringing scientific study to the high estate it enjoys in the modern world.

### New York City.

An entertainment for the benefit of the Bryson Kindergarten school was held Dec. 8, at the Teachers' college. A large gathering of teachers and those interested in kindergarten work was present. About \$80 was realized.

The Schoolmasters' association of New York and vicinity held its monthly meeting in Hamilton hall, Columbia college, last week Friday. H. P. Warren, of the Albany academy, read a paper on "History, and its Place in the Preparatory School" and Mr. Wilson Farrand, of the Newark academy, read a paper on "Civil Government Treated Historically."

A meeting of the Brooklyn Kindergarten association was held last week. President Frank L. Babbott stated that between 300 and 400 children were now attending the association's schools. Rev. Dr. Lyman Abbott, of Plymouth church, made a spirited address, urging the extension of the association's work. He was followed by Miss Alice E. Fitts, of Pratt institute, and Mrs. Lillian W. Betts, of *The Outlook*.

School Commissioner Hubbell's plan to induce the boys in the public schools to refrain from cigarette smoking cannot but have a good effect. We heartily endorse it and commend it to our readers. Mr. Hubbell proposes to organize an anti-cigarette smoking league among the boys of the public schools. Those who join it will sign a pledge not to smoke cigarettes until they are twenty-one, and to use their influence with other boys to prevail on them to abandon the habit if they have already formed it.

At a special meeting of the conference of Educational Workers, held last Saturday at Columbia college, physical training came in for a good share of discussion. President Norman A. Calkins occupied the chair. J. W. Seaver, M. D., assistant director of the Yale gymnasium, said that the new school of educators put physical training on the curriculum, because it is a most beneficial aid to mental training. Yet it is often carried to excess in the universities. It might be honestly questioned if the violent exercise of athletics in the colleges was not seriously detrimental to men who would devote the succeeding years of their life to sedentary work. Football has attained such proportions that it must be seriously considered. The statistics so far secured on this point were far from satisfactory. Dr. Seaver held that it was desirable that there be a certain amount of work in which there was an element of danger. It taught bravery. For this reason he favored football. "I don't believe you can make a good man by training him in playing croquet," he said. He favored the Swedish system of physical training in preference to the German, saying that the latter lacks scientific accuracy and elasticity. He thought also that girls ought to be as well drilled as boys.

J. Gardiner Smith, M. D., special instructor in physical culture in the city schools, read a paper on "Practical Physical Training in Our Schools With and Without Apparatus." He exemplified it with children from public schools in which a regular system of training is in vogue.

*Leisure Hour* tells a story of a little girl who had won a book as a reward for writing the best essay on a subject given out by the Society for the Prevention of Cruelty to Animals. She was undergoing a viva voce examination with other successful contestants.

"Well, my dear," said the gentleman who had given away the prizes, "can you tell me why it is cruel to dock horses' tails and trim dogs' ears?"

"Because," answered the little girl, "what God had joined together let no man put asunder."

## Correspondence.

### The Whispering Question.

The more the young teacher reads upon this subject, the more at sea she becomes, and small wonder, when, one rich in experience assures her that her success will be as the light hidden under a bushel, if she permit, even in a moderate degree, the practice in her school-room. While another whose position in the pedagogical world is such as to demand respect for his opinions soothingly writes that absolute quiet and order are not essential, but rather indeed undesirable.

After reading article number one; our little teacher astonishes her pupils—and still more herself—by suddenly becoming exceedingly strict.

The children are awed into good behavior, and she congratulates herself upon the proximity of the Delectable land. For a time all goes well, and then she comes across article number two.

Possibly the day may have been a hard one, and therefore she reads and is the more easily convinced. Consequently there is a general relaxation in the order of things, which forty pairs of bright eyes are not slow to perceive and of which the owners thereof are quick to take advantage, and there is a general disorder and the last state of that school is worse than the first.

Now, why do "doctors disagree" on this question? J. G. T.

Doctors disagree because their conceptions of education differ. With the formal teacher, "order" has its source and sanction in the will of the teacher, acting, in a mechanical sense, for "the best interests of the school." With the teacher who regards education as a developing process rather than one of instruction only, "order" is a result of the pupils' interest in their work. Thus whispering is not prohibited in the kindergarten, nor does it there lead to disorder. If the pupils whisper, it is about their work, because that absorbs them. Whispering about matters extraneous to the work of the hour is not only an unmitigated evil in school, but an evidence of a deeper-lying evil—a lack of response on the pupils' part to the teacher's effort to keep them profitably occupied. Something is usually wrong with the effort. The cure for disorderly whispering is, *Get the pupils interested in their work.*

### A Few Suggestions In Spelling.

When children know a few words and most of the sounds of the letters that compose them, a good exercise is to *sound* and then *spell* from the board.

After a few days, let the youngsters see who can write a word correctly and neatly without copying.

In a few days try a short sentence, that has been correctly copied. *The copying must be correct*, or the writing from memory will be incorrect.

A case occurred of a boy in the Third Reader, who spelled very badly, in fact it was said that he could not be taught to spell. The difficulty was this: the pupil was too anxious to do his best. If twelve words were given, he was in the habit of reading them all over, and getting them all misspelt.

On coming to this school, he was told (by the writer) that he must be sure that he had the first word right, before he attempted the second. He was to do all he could, but if only one or two, those one or two must be right, if possible. The first day only three were right; on the second day five were correctly spelled. For a long time, the boy has done as well as the rest, that is not more than one wrong in twelve, and very rarely that.

In copying half a dozen lines, he would at first make a dozen mistakes; he had not been taught to notice the exact form of the word.

The "golden rule" in spelling is to CORRECT all mistakes. Mark the difference between "detection" and "correction": there is a weak spot with many.

Keep a list of all mistakes in a spelling match, write down correctly all misspelled words, and at the first suitable opportunity have them copied.

Give out a hundred words at the beginning of the week, and on Friday give a prize of a note-book, pen, or pencil for the pupil making the fewest mistakes. The first week the writer tried the plan, it cost him five prizes, as no less than five pupils had the full one hundred, and he had chosen words that were frequently misspelled. In that school, there is not a single poor speller.

In writing compositions, the pupil should either ask the teacher to spell the word, or else leave a blank, so that the missing word may be filled in at the first opportunity. J. A. BENNETT.

Will you please put the list of present states and territories of the United States in the next issue of THE JOURNAL, and greatly oblige.

A SUBSCRIBER.

You will find a list of states in any geography, with perhaps the exception of the recent additions to the list, consisting of North Dakota, South Dakota, Washington, Wyoming, Montana, and Idaho. The territories now are Utah, New Mexico, Arizona, and Alaska.

Name a book which gives the political history of England. A. S.

If you want a history of political parties read George Wingrove Cooke's "History of Party from the Rise of the Whig and Tory Factions in the Reign of Charles II. to the Passing of the Reform Bill," keeping in mind that it leans strongly toward the Whig side. Walter Bagehot's "English Constitution" is perhaps the best book on constitutional history.

1. Which were called Separatists, the Pilgrims or the Puritans? 2. What United States history is considered standard authority? J. D.

1. The Pilgrims were Puritans of that class called Independents, who had separated from the English church, and did not believe in any national church organization.

2. Bancroft.

### Compulsory School Law of Massachusetts.

Editor of SCHOOL JOURNAL: Will you through the columns of THE JOURNAL explain the compulsory school law of Massachusetts and the method of enforcing the same? E. N. PAULDING.

Center, Mo., Nov. 19.—

The public statutes of Massachusetts are as follows:

Every person having under his control a child between the ages of eight and fourteen years shall annually cause such child to attend some public day school in the city or town in which he resides, and such attendance shall continue for at least thirty weeks of the school year if the schools are kept open that length of time, with an allowance of two weeks' time for absences not excused by the superintendent of schools or the school committee, and for every neglect of such duty the person offending shall, upon the complaint of a school committee or any truant officer, forfeit to the use of the public schools of such city or town a sum not exceeding twenty dollars; but if such child has attended for a like period of time a private day school approved by the school committee of such city or town, or if such child has been otherwise instructed for a like period of time in the branches of learning required by law to be taught in the public schools, or has already acquired the branches of learning required by law to be taught in the public schools, or if his physical or mental condition is such as to render such attendance inexpedient or impracticable, such penalty shall not be incurred. Wherever manual training is a part of the public school system the age limit is from eight to fifteen years.

School committees have authority vested in them of admitting pupils to the schools before they are eight and after they are fourteen years of age. As a matter of fact most cities and towns admit pupils at the age of five years.

Each town is required also to make needful provisions concerning habitual truants and children between seven and fifteen years of age for their confinement, discipline, and instruction of such children.

If three or more towns in any county so require, the county commissioners shall establish at the expense of the county, a truant school; or two or more counties may unite in establishing a union truant school. A. W. E.

Boston.

What is the Society of the Cincinnati, and why was it so named? B.

This society or order was established by the officers of the Revolutionary army of 1783, "to perpetuate their friendship and raise a fund for relieving the widows and orphans of those who had fallen in the war." It was so named because it included patriots like Washington, who in many instances had left rural affairs to serve their country, like the celebrated Roman Cincinnatus. It had no political purpose or bearing whatever. There are still several state societies, which hold a general meeting by delegates triennially. The honors of the society are hereditary, and it has been violently attacked on the ground that it tends to the establishment of an aristocracy.

What is the meaning and origin of the word "roorback" frequently used in political writings? T. E.

It a story framed and disseminated in a political contest for the purpose of damaging the opposite side, but which in the end does the most mischief to those who originated it. It was first used in the campaign of 1844. In September of that year a Whig newspaper printed what pretended to be an extract from a book called "Roorback's Tour Through the Western and Southern States in 1836." The extract contained a description of a camp of slave-drivers on Duck river, and a statement that 43 of the unfortunate slaves there seen had been purchased of the Hon. J. K. Polk, at that time the candidate for the presidency of the Democratic party. It was further stated that the mark of the branding iron, with the initials of Mr. Polk's name, was on the shoulders of these negroes, distinguishing them from the rest. This pretended extract was copied by the Whig press throughout the country, but a few days after its appearance it was discovered that the story was in part taken from a description of a tour made by G. W. Featherstonehaugh, published in 1834, and that the account of the camp of slaves on Duck river, and also that about Mr. Polk, had been inserted by the correspondent of the first paper that published it. During the rest of the campaign every Whig charge against Mr. Polk was scoffingly called a "Roorback."

In your comment on Mr. Smith's letter in THE JOURNAL Nov. 14, you touch the real cause of the trouble, a lack of interest on the part of the pupil in the reading lessons. Can you suggest a remedy? Would not entire works of first class authors, suited in difficulty to the various grades, be better than brief extracts. I think our pupils do not know how to read a work intelligently, and that these brief extracts unfit the mind for more serious work. Am I right?

Will you please explain the *reasons, whys, and wherefores*, of the various steps in long division? I can't find a satisfactory account anywhere.

Please tell me a good modern geography that gives details enough for molding, etc.

I like THE JOURNAL and EDUCATIONAL FOUNDATIONS better every issue.

TOM V. RUTHERFORD.

Yes, entire works, well studied would be better far than mere extracts, which cannot rouse the sympathies as "the whole story" does. Common school pupils are too young to study literature in the abstract, as these extracts present it.

Frye's "Geography with Sand Modeling" is the book you want.

We shall endeavor to have long division explained exhaustively in our School-Room before long.



How is it possible to break a child of saying *see* for the word *the*? I have two pupils, and in a year's effort I never have been able to get them to say *the*. How break a child from saying *Yong* or *Yorge* for *John* or *George*? I have a couple of German pupils that do it.

D. F.

Cause the child to place his tongue against the upper teeth and produce the sound *th* both with and without voice (as in *than* and as in *thin*). Let him prolong the sound and then join it to each of the vowels in turn. This will take patience. The older the bad habit is, the more difficult it will be to break it. (Little children should have the best teachers, to prevent the continuance of bad habits beyond all possibility of correction.) Such words as *with*, having the difficult sound at the end will perhaps be easier for the child to practice upon than those having it at the beginning. Make a collection of all the words having this sound and use them for drill rather than to spend your effort upon *the* alone.

If the other child referred to can say *Yorge*, he has the sound *j* and has only to be trained to use it as an initial in *jump*, *John*, etc. Try him with *larger* and gradually prolong the first part of the word until you separate it from the other, thus: *lar ger*. Try also *bluejay* and then *jay* alone; then *ja, je, ji, jo, ju*. If the child sees any fun in these syllables it will help him by adding an element of interest to the work. Lastly practice on words having the initial *j*.

But "*Yong*" for *John* includes two failures in articulation. It may be that some malformation of the vocal organs exists. Examine the roof of the child's mouth.

"The kindergarten is not merely the demonstration of a philosophical theory regarding the foundations of education; it is a practical measure to restore to large numbers of little children what has been lost out of their lives through the pressure of toil weighing more and more heavily upon the mothers of these children. Given such a reform of social conditions as shall make the humblest mother both a housekeeper and one trained in the lore of childhood, and it is within the bounds of possibility that the kindergarten should shrink into smaller compass. The introduction of manual training schools would have been an anachronism when every boy spent a large part of his time out of school in the handling of tools, and when the apprentice system was in vogue. So also the teaching of sewing, even of cooking, in city schools is an attempt to compensate for the loss of training at home.

"In all such cases there is, indeed, a perfectly natural relation of these studies to the rounded education of the child, yet the point we make is that the assumption of the training by the public schools is in consequence of the failure, for one reason or another, of the family or the industrial society to provide for such training, as these forces once did, and may do again under changed conditions."

HORACE E. SCUDDER.

(This is not rightly stated. The kindergarten was patronized at first wholly by wealthy parents; because these felt that the training was done more systematically and extensively, and under longer social influence, and by a person capable of effecting powerfully the mental development. The same may be said of manual training schools. So it is not a failure that is made up (except in the case of very ignorant parents); the public schools possess means the family does not.)

The other day some pupils were discussing the name of the steamer just purchased by the Brazilian government, the *El Cid*. Why is this character so famous in Spain?

E. BENNETT.

Spanish or rather Castilian literature begins with romancing about Ruy Diaz who is given the name of Cid which means Lord; he is made to be the champion of all that is noble, especially in Christianity and knightly bearing. He fights against the Saracens in the eleventh century; poems appear concerning him a century later. The romancers make him out to be generous, patriotic, courageous, truthful, loyal, and in fact possessed of every virtue. History does not bear out the statements of the romancers.

Your contempt for the mere grammarian is widely shared, though grammatical accuracy is desirable. What then, shall be said of the grammarian who knows not his grammar? "W. F. Flemming" (see page 402 SCHOOL JOURNAL), if he has ever heard of Whitney, Meiklejohn, Abbott, and similar authorities on questions of good English, is singularly contemptuous of their sanction. He should know that nothing is more common, even in standard English, than the turn by which the indirect object of the active construction may become the subject of the passive. (See Dr. Abbott's *How to Parse*, page 122.)

Mr. Fleming says that he gave the specimen copy of THE SCHOOL JOURNAL to a "young teacher" because it was "better adapted" to the latter. It seems to me he must be right in his judgment of your paper and its adaptability to his case; he needs a good grammar.

B.

Norfolk, Va.

Please tell me the freezing point of salt water, and its maximum density? Houston's Physical Geography gives the freezing point  $26\frac{1}{2}^{\circ}$ , and another authority gives  $28\frac{3}{4}^{\circ}$ . The maximum density I am unable to find.

Bath, Steuben Co., New York.

L. E. O.

Prof. Chandler, a trustworthy authority on the subject of water, gives  $21.2^{\circ}\text{F.}$  ( $-6^{\circ}\text{C.}$ ) as freezing point of a ten per cent. solution of common salt. Perhaps some reader will be able to name an equally good authority on the question of maximum density, or to describe an experiment by which it may be ascertained.

Why is the tomato called the "love apple"?

E. L. F.

It is so called as a translation of a French misapprehension as to the name the Italians gave to the vegetable. It came to the Italians from Morocco, and they called it *pomo di Mori*, that is, "apple of the Moors." The French, translated what they heard as "pomme d'amour," and the English translation from the French was "love apple."

## Leading Events of Two Weeks.

A singular change has lately taken place in French politics. M. Dupuy was forced to resign on account of his failure to get a vote of confidence, and Casimir-Perier, president of the senate, took his place. Dupuy has since been elected by the senate to the place left vacant by Casimir-Perier.—A law has been passed by the German reichstag re-admitting the Jesuits to the empire.—Admiral Mello escaped from the harbor of Rio Janeiro with his vessels but has since returned. Admiral Gama says he will fight to restore the monarchy.—In Italy a new cabinet was formed with Signor Zanardelli at the head, but after a few days trial to keep a cabinet together he was forced to give it up. It is said that affairs are in such a desperate condition that King Humbert has thought of abdicating.—Chancellor von Caprivi wishes to make a commercial treaty with the United States.—Civil Service Commissioner Johnston was removed and Prof. John R. Proctor, of Kentucky, appointed in his place.—The regular session of the 53d Congress was opened December 5. Pres. Cleveland's message referred to Brazil, Hawaii, the tariff, and numerous other matters.—Mr. Van Alen declined the post of Ambassador to Italy.—The cruiser *Marblehead* on her trial trip greatly exceeded her contract speed of seventeen knots an hour.

## Meetings of Educational Associations.

- DEC. 26.—Montana State Teachers' Association, at Butte City. Prof. J. M. Hamilton, Missoula, president; Miss Burnett, Missoula, secretary.
- DEC. 26-28.—Illinois State Teachers' Association, at Springfield, Ill.
- DEC. 26-28.—Wisconsin State Teachers' Association, at Madison.
- DEC. 26-28.—Washington State Teachers' Association, at North Yakima. F. J. Barnard, Seattle, president.
- DEC. 26-29.—Michigan State Teachers' Association, at Lansing.
- DEC. 26-28.—Annual meeting of the Kansas State Teachers' Association at Topeka. J. W. Cooper, Newton, president; Miss Lizzie Barnard, Pittsburg, secretary.
- DEC. 26-28.—Twenty-eighth annual meeting of the Nebraska State Teachers' Association, at Lincoln. C. G. Pearse, Beatrice, president; Miss Eoline Clark, Fremont, secretary; W. H. Skinner, Crete, treasurer.
- DEC. 26-29.—Indiana State Teachers' Association, at the State House, Indianapolis.
- DEC. 26-29.—California State Teachers' Association, at Stockton.
- DEC. 27.—South Dakota State Teachers' Association, at City of Parker; C. M. Young, president, Vermillion; A. G. Cross, secretary, Mitchell.
- DEC. 27-29.—Annual meeting of the Iowa State Teachers' Association at Des Moines. Supt. F. B. Cooper, Des Moines, Pres.; Supt. C. F. Woodward, Eldora, secretary.
- DEC. 27-29.—Annual meeting of the Minnesota State Teachers' Association, at Minneapolis. R. E. Denfeld, Duluth, president; G. R. Simpson, Princeton, secretary.
- DEC. 27-29.—Missouri Valley State Teachers' Association, at Cameron.
- DEC. 28-29.—North Dakota State Teachers' Association, at Wahpeton.
- JAN. 2-6-1894.—Florida State Teachers' Association, at Gainesville.
- JAN. 12.—Berkshire Co. (Mass.) Association, Pittsfield.
- JULY 4, 1894.—Mississippi State Teachers' Association, at Jackson. Dabney Lipscomb, A. & M. College, Miss., president.

A good story that may be of help to teachers who are engaged in night school work is told in a German periodical: A preacher's righteous soul was sadly vexed by the talking and giggling of some of the junior members of his congregation. Breaking off in the middle of his discourse, he looked straight at his tormentors, and said:

"Some years ago there happened to sit right in front of the pulpit a young man who was perpetually laughing and talking and making silly faces. I stopped short and took him severely to task. At the close of the service a gentleman stepped up to me and said:

"Sir, you made a great mistake; that young man is an idiot."

"Since that time I have not ventured to reprimand any persons who behave themselves indecorously, lest I should repeat the same mistake and inflict censure upon an idiot."

There was exemplary silence during the rest of the service.

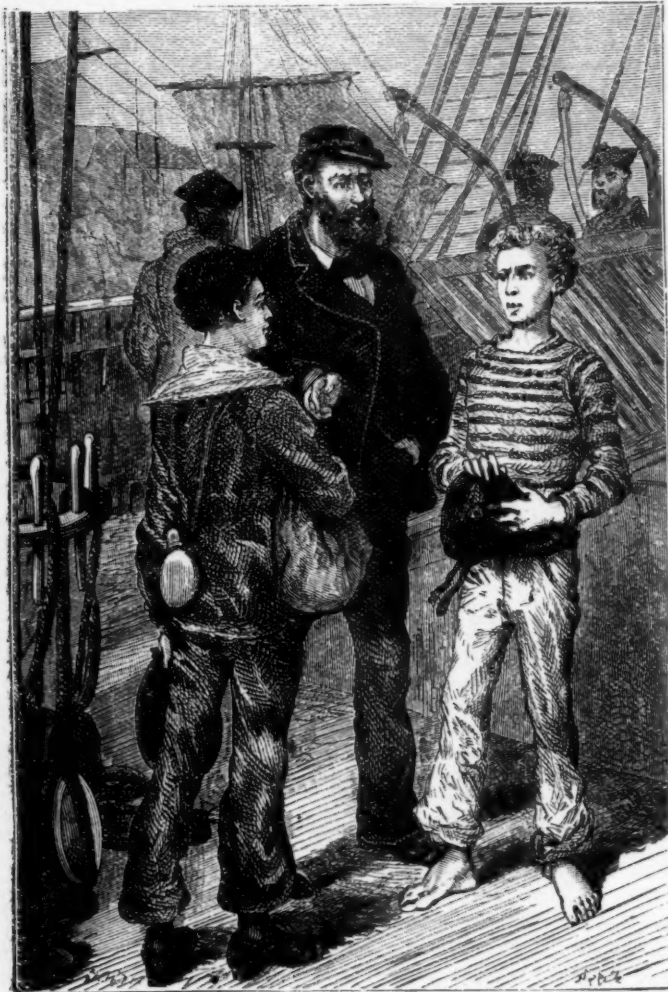
## Christmas Vacation Outings via Pennsylvania Railroad.

Following its yearly custom, the Pennsylvania Railroad Company proposes running a special holiday tour to Old Point Comfort on December 26th, leaving New York at 8.00 and Philadelphia at 10.30 A. M. \$18 from New York, \$15 from Philadelphia, and proportionately low rates from intermediate and contiguous points will cover hotel accommodations, railroad fare, meals en route, and, in fact, all necessary expenses during the period of four days which will be spent on the trip. This outing appeals strongly for the consideration of those desiring to spend a few days pleasantly and profitably, and apart from the attractiveness of the jaunt a decided educational benefit is to be derived from a familiarity with this historic spot. The Hygeia Hotel, famous throughout the land as one of the finest hostelries of this country, will be the resting place of the tourists. At the same rates will be sold another ticket going with tour proper, including but one day's board at Hygeia, but good to return via Richmond and Washington, and valid for stop-off at those cities until January 4th, 1894.

Two other trips deserving attention are those to Washington on the 14th and 28th of the month. Three days will be occupied on each, affording ample time for an inspection of the most beautiful of American cities, with its wealth of interesting features. The wonderful architectural studies, and the glamour always surrounding the capital of a great country will more than repay a visit. \$12 from New York, \$11 from Philadelphia, and corresponding rates from other points, are certainly low enough for the most modest purse. These last-mentioned tours will leave New York at 11.00 A. M., and Philadelphia 1.30 P. M., stopping at the principal stations between New York and Wilmington.

## New Books.

*The Ocean Rovers*, by Louis Rousselet, is an exciting story of adventure that will be sure to please the youthful readers into whose hands it falls. The main character in the story is Daniel Riva, a youth whose early years are spent not far from Cape Cerberus, the rocky and abrupt termination of the Pyrenees on the shore of the Mediterranean. Daniel ships as a cabin boy, in which capacity he visits various parts of the world, sees many strange sights and many wonderful people, and takes part in many strange adventures. During his experience he performs deeds that atone for his somewhat reckless youth. (Charles E. Brown & Co., Boston.)



"You see this boy?" said the captain, pointing to Daniel. "This is the new cabin boy I told you about."—Page 85.

From "The Ocean Rovers." (Charles E. Brown & Co.)

One of the most striking figures in history is *Henry of Navarre*, the white-plumed knight, who played so prominent a part in the Huguenot wars in France. It was during his reign that the Edict of Nantes was signed, which secured to Protestants perfect liberty of conscience and the administration of impartial justice. He improved the administration of government in the provinces and brought about many other reforms. He died by the hand of an assassin. The life acts of this great king are treated by P. F. Willert, M.A., in one of the volumes of the *Heroes of the Nations Series*. It narrates in a spirited manner the incidents of the struggle between the Catholics and Protestants for supremacy in France. The book has many illustrations, including portraits of the leaders of politics of that time. (G. P. Putnam's Son's, New York. Cloth, \$1.50.)

A very compact little work is the *Syllabus of Psychology*, by William M. Bryant, instructor in the St. Louis high school. (S. C. Griggs & Co., Chicago). It is to be commended for clearness and brevity; there is so much to be said that few know where and when to stop. Small books are a necessity; just what is

needful for the student to learn is not easy to say; one teacher branches off into regions others leave alone. The publication of such a small volume enables the teacher to present the subject of psychology in a given space of time, and this has its value.

The *Supplementary Music for Public Schools* recently published includes the following: High grammar grade—No. 28, "The Four Jolly Smiths;" No. 29, "In Steady March Along," Middle grammar grade—No. 30, "The Cuckoo now is Calling;" No. 31, "Music Borne of Zepher's Wing," Middle or lower grammar—No. 32, "On the Waters," High or normal—No. 33, "Glorious is Thy Name, O Lord;" No. 34, "Remember Thy Tender Mercies;" No. 35, "Ave Verum;" No. 36, "The Rainbow;" No. 37, "Festival Chorus." These are published in small sheet form and are sold for three cents each. (D. C. Heath & Co., Boston.)

President William R. Harper and Prof. Clarence F. Castle, of Chicago university, have prepared *An Inductive Greek Primer*, designed for a beginner's Greek book that will meet the needs of those to whom the *Inductive Greek Method* is adapted, as well as younger pupils. This primer will be found to differ from that book in the following particulars: 1. The lessons are shorter. 2. The notes are more copious and elementary in character. 3. The lessons are based on Chapters I.-VIII. of Book I. of the *Anabasis* instead of the whole of Book I. 4. There are no references to the grammars in the first half of the volume, the *Primer* containing all the grammar that is needed. 5. The exercises are simpler. 6. The pupil's knowledge of Latin grammar is used to illustrate and facilitate the acquisition of Greek grammar. 7. The pupil is taught to read Greek in the order of the original. 8. The first occurrence of words is indicated in the text by full-faced type, and in the vocabulary by the number and section in which the word occurs. 9. This volume articulates with the *Greek Prose Composition* of the same authors. 10. The pupil's attention is first called to the facts of the second declension because more second declension forms occur in the first few lessons than forms belonging to other declensions, and because it is easier. The volume, like the others in the series, contains numerous maps and other illustrations. (American Book Co., New York, Cincinnati, and Chicago. \$1.25.)

Few men in the Methodist church ever possessed the power of oratory to so eminent degree as the Rev. Dr. O. H. Tiffany. He belonged to the first rank of pulpit orators; he had a lofty conception of his duty as an expounder of the Gospel; he was kind, tender, and self-sacrificing. His mind was prolific, and his sermons full of deep thought expressed in well-chosen language. A volume of the sermons of this remarkable man has been prepared by J. Wesley Johnston, which those who have listened to the magic of the great preacher's voice and many others will want. The object has been to present something of the variety and character of Dr. Tiffany's ministry. The volume, the title of which is *Pulpit and Platform Sermons and Addresses*, contains besides the sermons, addresses on "Abraham Lincoln," "Personal Memoirs of U. S. Grant," "American National Character as Affected by Immigration," and "The Yosemite Valley." There is a frontispiece portrait of Dr. Tiffany. (Hunt & Eaton, New York.)

*The Abbé Constantine* is a bright story of French life, in which love plays a prominent part, by Ludovic Halévy, of the French academy. The two sisters who figure in this story are charming characters. This book belongs to the series of Handy Volume Classics, comprising both prose and poetry. In size they are 18mo., and are carefully printed and bound in faultless styles. This volume is illustrated by Madame Madeleine Lemaire who has furnished in addition to the photographic frontispiece and title page, numerous fine illustrations throughout the book. (T. Y. Crowell & Co., Boston. Cloth, vellum finish, 75 cents.)

The book entitled *The Sistine Madonna: A Christmas Meditation* contains a descriptive and reflective essay based on this glorious work of art of Raphael now in the Royal gallery at Dresden, Saxony, written by A. H. Bradford. There are also poems by Grace Webster Hinsdale, Mrs. Browning, and Whittier. It is a volume of forty-one pages, has illuminated margins, and is bound in paper with illuminated covers. (Fords, Howard & Hulbert, New York.)

In the cheap yet attractive 16mo volumes known as the *Souvenir* books are published some of the best literature in our language. The works of Nathaniel Hawthorne are classic; very few men ever had a better command of language than he, and for psychological analysis of character it is doubtful if he has ever been equaled. In this series we find those old favorites by





From "Through the Sikh War." (Charles Scribner's Sons.)

this writer, *Twice Told Tales*, *Mosses from an Old Manse*, *The Scarlet Letter*, and *The House of Seven Gables*. In the same form we have that beautiful poem of Longfellow, *Evangeline*, Ruskin's *Sesame and Lilies*, and *Drummond's Addresses*, the latter being a series of essays on religious subjects full of thought and pertinent illustration. The volumes are bound in red and

white, with decorations in silver and gold. (Charles E. Brown & Co., Boston. 40 cents a volume.)

Readers who like a faithful picture of a boy's life with its trials, battles, and funny happenings should peruse the book entitled *A Chronicle of Small Beer*, by John Reid. The style is light and pleasant, and the hero's experiences sufficiently varied to keep up the interest. He is not exactly a bad boy, but he is a mischievous one whose joys and sorrows are sure to elicit sympathy. Many a one will recognize in this incidents related with so much truth and humor counterparts of experiences in his own life. The book is fully illustrated. (J. Selwin Tait & Sons, New York.)

G. A. Henty in a very graphic manner, in a story entitled *Through the Sikh War*, has set forth the facts of the conquest of the Punjab. The boy hero of the tale, Percy Groves, being left an orphan, goes to India where he assists in the defense of the fortress commanded by his uncle and there participates in the war that results in the annexation of the Punjab to the British possessions. One gets from the story a vivid idea of the political conditions existing in the country, and of the social customs, dress, mode of living, etc., of the people. The young hero of the story is a very inspiring one for the boys; he is faithful, industrious, persevering, and brave—in fact, the ideal boy's hero. The story is told in a very entertaining way. There are twelve illustrations by Hal Hurst and a map of the Punjab. (Charles Scribner's Sons, New York.)

A most attractive holiday book, both as to literary merit and mechanical finish, is *Seven Xmas Eves*, a romance of a social revolution. The stories included are "The Testimony of Mrs. Mary Cheevers," by Clo Graves; "The opinion of David Dix, Night Watchman," by B. L. Farjeon; "Stray Recollections of P. C. Challice," by Florence Marryat; "Statement of Arthur Rowan, Warder," by G. Milville Fenn; "Some Evidence of Alfred Curran, Reporter," by Mrs. Campbell Praed; "Remarks by Charles Turrill, Esq., M. P.," by Justin H. McCarthy, and "Old Memories by a Lonely Clergyman," by Clement Scott. The book has illustrations by Dudley Hardy. The cloth binding, with its holly leaves and berries and silver lettering, will be greatly admired. (J. B. Lippincott Co., Philadelphia. \$1.00.)

The numerous beautiful lakes in the Appalachian region, with their mirrored surfaces, rising mists, borders of green forests, and musical streams that form their inlets or outlets, naturally incline one to associate poetical fancies with them. John Alleyne Macnab has translated an Indian *Legend of a Lake*, which is said to be located in the Shawangunk mountains, into musical verse. His pictures revive all the witchery that such a sheet of water plays on the imagination. The stanzas consist of ten iambic pentameter lines and there is only one on a page. The illustrations, which are by Edgar Mayhew Bacon, show the lake amid all its changes, bearing the phantom ship, with the spirit of the warring chief brooding over it, etc. The binding is blue ornamented with gold. It is a most charming holiday book. (George M. Allen Company, Broadway and 21st street, N. Y.)

## Your Family

should be  
provided with the  
well-known emergency  
medicine,

## AYER'S CHERRY PECTORAL

The best remedy for all  
diseases of the  
Throat and Lungs.  
Prompt to act,

**Sure to Cure**



*Good  
morning*  
Have you used  
**PEARS' SOAP?**

## Arnold Constable & Co. DRESS FABRICS FOR Autumn Wear.

Armures Serges,  
Pointelle, Boucle, and  
Jacquard Effects in FALL COLORINGS  
Self Colored DIAGONALS,  
JACQUARDS ARMURES,  
SACKINGS.

Scotch Plaids for School Dresses.  
CREPES AND CREPONS,  
For Evening and House Wear.  
**EMBROIDERED ROBES.**

Broadway & 19th St.  
NEW YORK.



From "A Princess of Thule." (Joseph Knight Co.)

In *A Princess of Thule* William Black presents a charming picture of a highlander's home in the Hebrides group of islands. A young artist enters this northern paradise and wins the pretty daughter of the old highlander who is known as the king of Borva. In London disenchantment rapidly follows. The highland girl seems unable to adjust her ways to London society.

Unhappiness follows and then brighter days when the young people understand each other better. Sheila Mackenzie, the princess and heroine of the story, is a charming personality. It seems a pity to take her away from her Hebridean home, with its rugged hills, black rocks, rough seas, and heather blooms, and place her in the artificial London society, yet she thereby obtains a schooling that she would not have otherwise, and she passes through the ordeal grandly. In describing landscapes the author has a faculty of making them appear almost with the distinctness of paintings, while with the characters in the story one comes to have almost a personal interest. The book is appropriately illustrated. (Joseph Knight Co., Boston.)

It is supposed that all little girls with lively imaginations have their ideal of what a princess should be, and most of them doubtless would like to be one. All such will be interested in the tale of *The Princess Margarethe*, told by John D. Barry and illustrated by Thomas McIlvaine. Although surrounded by all the splendor of a court, Margarethe is very much like other little girls; she plays with her dolls, she has her happy and her unhappy moments, and she wanders away from home just like an ordinary little girl, causing a great commotion in the search for her that takes place. The description of the ways of the little princess shows that the author has been a great observer of childhood. The book is written in a pleasant style that will attract the young. It is bound in green cloth ornamented with silver. (George M. Allen Company, Broadway and 21st street, N. Y.)

*THE SCHOOL JOURNAL* is published weekly at \$2 50 a year.

To meet the wishes of a large majority of its subscribers it is sent regularly until definitely ordered to be discontinued, and all arrears are paid in full, but is always discontinued on expiration if desired. A monthly edition, *THE PRIMARY SCHOOL JOURNAL* for Primary Teachers is \$1.00 a year. *THE TEACHERS' INSTITUTE* is published monthly, for those who do not care for a weekly, at \$1 00 a year. *EDUCATIONAL FOUNDATIONS* is a monthly series of books on the Science and Art of Teaching, for those who are studying to be professional teachers, at \$1.00 a year. *OUR TIMES* is a carefully edited paper of Current Events, at 30 cents a year. Attractive club rates on application. Please send remittances by draft on N. Y., Postal or Express order, or registered letter to the publishers, E. L. KELLOGG & Co., Educational Building, 61 East 9th Street, New York.

Every testimonial regarding Hood's Sarsaparilla is an honest, unpurchased statement.

## LATEST NUMBERS OF THE Riverside Literature Series

JUST PUBLISHED: No. 59.

### VERSE and PROSE FOR BEGINNERS IN READING

Selected from English and American Literature.

FOR THE SECOND READER GRADE.

Supplementary to *Fables and Folk Stories*. Both of these books are logical continuations of the system begun in the *Riverside Primer and Reader*.

15 CENTS, POSTPAID.

RECENTLY PUBLISHED: EXTRA DOUBLE No. M.

JAMES RUSSELL LOWELL'S

### A FABLE FOR CRITICS,

With Outline Portraits of the Authors mentioned in the Poem, and a Fac-simile of the Rhyming Title Page of the First Edition.

30 CENTS, POSTPAID.

*Descriptive Circulars giving the Table of Contents of the American Poems, American Prose, and of each of the Seventy-one numbers of the Riverside Literature Series, will be sent to any address on application.*

## HOUGHTON, MIFFLIN & COMPANY,

4 Park Street, BOSTON;

11 East 17th Street, NEW YORK;

28 Lakeside Building, CHICAGO.



### NEW ENGLAND CONSERVATORY

Founded by Dr. Eben Tourjée. **OF MUSIC.** CARL FAULTEN, Director.

Music, Elocution, Literature, Languages, Fine Arts, and Tuning. Send for Illustrated Calendar.

FRANK W. HALE, Gen'l Manager, Boston, Mass.

### EMERSON PIANOS

60,000 SOLD

43  
YEARS  
BEFORE  
THE  
PUBLIC.



SWEET  
TUNED.  
SOLD  
ON  
MERIT.

MODERATE PRICES, TERMS REASONABLE.  
EVERY INSTRUMENT FULLY WARRANTED.

CATALOGUES FREE.

### EMERSON PIANO CO.,

BOSTON. NEW YORK. CHICAGO.  
No. 92 FIFTH AVENUE, NEW YORK.

Do you teach "Current Events" in your school? If so no paper will help you like *OUR TIMES*. Send for a copy and raise clubs at our low club rates. Address publishers of this paper.

The live reader of this paper usually writes seven times a month to one or more of its advertisers and mentions it every time.



## Cogswell's Lessons in Number.

The Primary Arithmetic in the Bradbury's Eaton's Mathematical Series.

Presents the latest and best method of teaching number to beginners.

The most successful work published when used as an Arithmetic Reader.

It can be used with any series of Arithmetics.

Sample copy mailed for 10 cents.

Thompson, Brown & Co., Publishers  
BOSTON. CHICAGO

First steps in the Patriotic Education of American Children.

**THE PATRIOTIC PRIMER FOR THE LITTLE CITIZEN.** By mail postpaid 8 cents.  
Gives the political history of the United States and the relations of children to the government of the home the school and their country in a compact and interesting form.

**THE MANUAL OF THE PATRIOTIC SALUTE.** By mail, postpaid, 3 cents  
Explains the object of the salute and the method of executing it.

**THE "PRIMER and the "MANUAL OF THE SALUTE."** Together, by mail, 10 cts.

Remit by postage stamps to Col. GEO. T. BALCH, 33 E. 22d St., New York City.

Charles De Silver & Sons, No. (G) 1102 Walnut St., Philadelphia.  
Publishers of Hamilton, Locke & Clark's "INTERLINEAR CLASSICS"

"We do admit to spend seven or eight years merely scraping together so much miserable Latin and Greek as might be learned otherwise easily and delightfully in one year."—MILTON.  
Virgil, Caesar, Horace, Cicero, Sallust, Ovid, Juvenal, Livy, Homer's Iliad, Gospel of St. John, and Xenophon's Anabasis, each to teachers for examination, \$1.00.  
Clark's Practical and Progressive Latin Grammar: adapted to the Interlinear Series of classics, and to all other systems. Price to teachers for examination, \$1.00.  
Bergson's Standard Speakers, Frost's American Speaker, Pinnock's School Histories, Lord's School Histories, Monahan's French Series, etc.  
Sample pages of our Interlinears free. Send for terms and new catalogue of all our publications.

## FOREIGNER'S MANUAL OF ENGLISH

A natural method in English, prepared for use (by English teachers) in teaching classes of foreigners of several nationalities. English and English only, used throughout

8vo. Cloth. Introduction price, 75 cents.

"For our purposes, it is better than the Ollendorf or the Gouin Methods, with which I am well acquainted."—JAMES L. BRYAN, Sec'y B'd of Ed'n, Cambridge, Md.

WILLIAM BEVERLEY HARISON, 59 Fifth Avenue, New York.

**Are You Satisfied** with your class writing? Can you write and teach writing as you would like? If not, let me send you my Teachers' Compendium of Penmanship—together with my "Movement Drill" of all kinds for teachers who wish to set blackboard copies and would improve their writing on paper also. A complete outfit for any teacher in any grade or school. More than 2,000 orders received from teachers during past year, scores of whom have written me saying, "just what I need in my work;" "Very helpful;" &c. Price, for both, \$1.00, sent postpaid. Address, *Lyman A. Smith.*

Teacher Penmanship Public Schools, HARTFORD, CONN.

## Alcott's Little Women only 4 cents

for three days' reading, proportionately for longer time, through your Bookseller, country Postmaster or direct. Deposit the price (\$1.35) and on return get any book you want to borrow or want to buy, of the same value.

**Books sold** at the lowest prices ever known. Any book supplied. Catalogue, 160 pages, 2 cents.

Address JOHN B. ALDEN, Manager,  
Mention this paper. 57 Rose St., New York.

## STUDY FRENCH AT YOUR HOME.

If you are a beginner, get the new method

"FRENCH, with or without a MASTER."

1 vol. \$1.00. If you know some French, subscribe to "Le Français" (\$2.00 per year). A French monthly magazine, containing annotated comedies, novels, sketches, &c., also exercises which are corrected free of charge. Difficulties explained. Each subscriber becomes a student, by correspondence, of the Berlitz School of Languages. (One sample copy free.)

BERLITZ & Co., MADISON SQUARE, N. Y.

## TEACHERS' AIDS.

What book can give you most help in Geography, Methods in Arithmetic, History of Education, etc. Send 6 cents. E. L. KELLOGG & CO., 61 East Ninth Street, New York.

## MUSIC BOOKS for 1894

**OUTING SONGS** contains a splendid collection of selected and original Camp Songs, Road Songs, Boating Songs, and songs for every phase of outdoor life. Wheelmen especially will be delighted with it. Pocket size. Price 50 cents.

**BROCKHOVEN'S HARMONY** A celebrated system of Harmony based on the Richter principle, so familiar to all musicians. Price, \$1.00.

**KING RENE'S DAUGHTER** by Julian Edwards. A new and beautiful one act lyric drama, recently produced in New York with flattering success. Price, \$1.00.

**DAY SCHOOL MUSIC** The Cincinnati Music Readers make the best series of Graded Readers for Public Schools in this country. Revised and enlarged to five parts. Descriptive pamphlet free. Prices, Part 1, 20 cts., Part 2, 20 cts., Part 3, 20 cts., Part 4, 30 cts., Part 5, 25 cts.

**THE JOLLY PICNIC** A new and pleasing cantata for Juveniles, by C. H. Gabriel. Full of good music and bright dialogue. Price, 30 cents.

**FAMOUS VIOLINISTS** A little pamphlet containing short sketches of the famous violinists of the world. Price, 25 cents.

**SINGING CLASS BOOKS** The best of all. Send for specimen pages.

\*Send 10 cts for sample of The Musical Visitor, containing music for Chorus, and general musical news.

THE JOHN CHURCH CO.,  
CINCINNATI—NEW YORK—CHICAGO.

All fair business is of mutual benefit. When you buy a book, or article of dress the seller makes a small profit. You get material for culture of mind or shelter of body. Therefore see if our advertisers cannot benefit you. Mention this paper and so benefit us.

## For Christmas.

## Musical Literature.

### "Science and Art of Music,"

By Robert Challoner. A forcible work arranged in the interrogatory style. There are marginal notes, making the work unusually valuable as a reference book. 305 pages. \$1.50.

**"RITTER'S HISTORY OF MUSIC"** Skillfully condensed. Very thorough. 2 vols., cloth, each, \$1.25.

**Ritter's Students' History of Music.** A comprehensive study of music from the Christian era to the present time. Cloth, \$2.50.

### "Young People's Illustrated History of Music."

A brief statement of historical facts; enhanced with short biographical sketches and portraits of famous musicians. A handsome gift book. \$1.00.

**"Birthday Book of Musicians and Composers."** A handsome birthday register, containing the names of eminent musicians who were born and those who died on the day named. Cloth, \$1.00.

**"Stray Notes From Famous Musicians."** A book of quotations expressing the richest thoughts of the world's musical masters. 25c.

Any book mailed postpaid on receipt of price.

Oliver Ditson Company,  
453-463 Washington St., Boston.

C. H. DITSON & Co., N. Y. J. E. DITSON & Co., Phila.

## MUSIC IN THE SCHOOLS.

Realizing the constantly growing interest in the subject of

### MUSICAL EDUCATION

in the country, more especially in the work of the many public and private schools, we desire to call the attention of Teachers to

### THE SCHOOL MUSIC REVIEW.

A monthly journal devoted to the interests of Music in Schools, designed to be of practical utility. December number contains:

GENERAL NOTES. TRAINING FOR "TELLING BY EAR," by W. G. McNAUGHT. A PLEA FOR THE USE OF THE STAFF NOTATION IN SCHOOLS, by S. M. CROSSIE. PUPIL TEACHERS' EXAMINATION IN PRACTICAL MUSIC. INSTRUCTIONS TO H. M. INSPECTORS. LONDON SUNDAY SCHOOL SOCIETY'S CONCERT. MUSIC (in both NOTATIONS). "CHRISTMAS TIME," Two-part Song, by B. MANEILL RAMSEY. "THE WASSAIL SONG," Christmas Carol, arranged for two Trebles, "THE CHRISTMAS TREE," Unison Song, by S. C. COOKE.

Exercises on Chromatics and Modulations.

The music will also be sold separately, price 3c.

A Specimen Copy will be sent free to Teachers on application.

Price, 5 cents. Annual Subscription, including Postage, 50 cents.

NOVELLO, EWER & CO.,

21 East 17th Street,

(3 doors from Broadway), NEW YORK.

## LATIN TALK.

By F. MARTIN TOWNSEND, A.M.

Tells you first how to say, "How are you?" and hundreds of other common phrases. Makes prose classes glow with enthusiasm. They taste Latin. Plenty of exercises and all colloquial idioms, with "hints" and summary of grammar. Nothing like it published. Red muslin, 50 cents in advance.

Ariston Book Co., Coldwater, Mich.

## Literary Notes.

—General Lew Wallace consulted more than fifty books in the preparation of his novel, *The Prince of India*, and for a time before beginning work he studied astrology in the Congressional library at Washington, the necessary books being obtainable only there in this country. He spent five years in research, and six more in writing the novel. His wife was the only person who knew the scheme of the novel, the only one who had access to his manuscript, and the only person with whom he consulted while writing.

—Word comes from England that the hopes held out in some quarters about Mr. Ruskin resuming his literary labors have no foundation. Although in good health, Mr. Ruskin is entirely unequal to any mental effort, and is allowed to converse only on subjects which do not agitate his mind.

—An interesting feature at the World's fair was the exhibit by different publishers, and none was more admired than the exhibit of the Century company, of this city. That exhibit has now been placed in the office of the Century company, in East Seventeenth St., as a permanent exhibit, and visitors to the office will find the collection just as it appeared in Chicago. One will come away after studying this exhibit with an increased knowledge of the publisher's art, of literary, artistic, and historical things, and of the great advance made by the arts and sciences in respect to book and magazine making in the last ten years.

—Houghton, Mifflin & Co. issue a more elaborate *Holiday Bulletin* than ever before. It fills forty large octavo pages, twenty of which are given to descriptions of new books, especially of "The Autocrat," "Deep-Haven," and other illustrated gift-books and pictures from these and other volumes, with portraits of several well-known authors. The remaining pages are devoted to classified lists of books of essays, fiction, history, biography, travel, etc., selected from the catalogue of this house. The *Bulletin* has an attractive cover, brilliant with some of the charming designs made by Walter Crane for Mrs. Deland's "Old Garden."

Give the boys a chance to develop mechanical skill; most boys take naturally to this and it is a great help in education. W. F. & John Barnes Co., furnish lathes for wood and meal work, scroll saws, circular saws, etc., specially adapted for use in industrial and manual training schools. Special prices are offered to educational institutions. A catalogue and price list will be sent free by mail.

For the relief of more than half the sickness in the world, especially of women, go by the book on Beecham's pills.

The book is of immense importance to you, whether you need it now or not.

Book free at drugstores; or write B F Allen Co, 365 Canal street, New York.

The Emerson pianos are noted for their remarkably sweet tone. During the forty-three years they have been before the public they have won a firm hold on popular favor; 60,000 have been sold. These instruments are moderate priced, the terms are reasonable, and every instrument is fully warranted. Send for a catalogue, which will give more detailed information to the Emerson Piano Co., 92 Fifth avenue, N. Y.

The distinguished Dr. A. L. Sayer, once said to a lady patient: "As you ladies will use them, I recommend 'Gouraud's Cream' as the least harmless of all skin preparations." One bottle will last six months using it every day. It purifies and beautifies the skin, removing tan, pimples, freckles, moth-patches, rash and skin diseases, and every blemish on beauty, and defies detection. It may be obtained of druggists and fancy goods' dealers, or of Ferd. T. Hopkins, 37 Great Jones street, N. Y.

The latest and best method of teaching number to beginners, is presented in Cogswell's Lessons in Number, published by Thompson, Brown & Co., Boston and Chicago. It is the primary arithmetic in the Bradbury's Eaton's Mathematical Series, but can be used with any series of arithmetics. It can also be employed very successfully as an arithmetic reader.

Teachers who are looking for music for school, entertainment, or private use should not fail to examine the list of the John Church Co., New York, Cincinnati, and Chicago. We will mention their Outing Songs, a splendid collection of selected and original Camp Songs, Road Songs, Boating Songs, etc.; Broekhoven's Harmony, a celebrated system of harmony based on the Richter principle; King Rene's Daughter, by Julian Edwards, a new and beautiful one act lyric drama; The Cincinnati Music Readers, revised and enlarged to five parts; The Jolly Picnic, a new and pleasing cantata for Juveniles, by C. H. Gabriel; Singing Class Books, the best of all. Send for specimen pages.

There is no use denying that the lead pencils made by the the Joseph Dixon Crucible Co., Jersey City, N. J., take the lead. They are general favorites in the school-room. By the way, the compliments of the season are presented by the Dixon Co., in another column, to their patrons, and especially to the readers of THE SCHOOL JOURNAL.

Those who are musically inclined will be interested in the musical literature published by Oliver Ditson Company, Boston. These books include Challoner's Science and Art of Music, arranged in the interrogatory style; Ritter's History of Music, skillfully condensed; Ritter's Student's History of Music, a comprehensive study of music from the Christian era to the present time; Birthday Book of Musicians and Composers, a handsome birthday register, containing the names of eminent musicians who were born, and those who died on the day named; Stray Notes from Famous Musicians, a book of quotations expressing the richest thoughts of the world's musical masters.

When, in searching for a position, the teacher consults an agency he wants to be certain that he is putting his case in the hands of a reliable one. He will make no mistake if he communicates with Schermerhorn's Teachers' Agency, 3 East 14th street, N. Y., as it is an old agency and favorably known all over the United States.



Mr. J. B. Emerton.

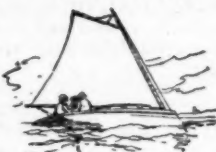
## Hood's Sarsaparilla

So promptly and effectually overcomes **THAT TIRED FEELING**, as to conclusively prove this medicine "makes the weak strong." J. P. Emerton, a well known merchant of Auburn, Maine, had **Dyspepsia** complicated with **Liver and Kidney troubles**. He took **HOOD'S SARSAPARILLA** and it gave relief and great comfort. He says: "It is a God-send to any one suffering as I did."

**HOOD'S PILLS** cure Habitual Constipation by restoring peristaltic action of the alimentary canal.

## Fresh Air and Exercise.

Get all that's possible of both, if in need of flesh strength and nerve



force. There's need, too, of plenty of fat-food.

## Scott's Emulsion

of Cod Liver Oil builds up flesh and strength quicker than any other preparation known to science.

*Scott's Emulsion is constantly effecting Cure of Consumption, Bronchitis and kindred diseases where other methods FAIL.*

Prepared by Scott & Bowne, N. Y. All druggists.

## BOVININE

The unrivalled liquid Food tonic and nerve strengthener. Always ready for use.

**KIDDER'S PASTILLES.** Sure relief **ASTHMA.** Price 35 cts. Write for sample. Send no money. Shovel & Co. Charlestown, Mass.



**MY WIFE CANNOT SEE HOW YOU DO IT AND PAY FREIGHT.** Buy the Oxford Improved **SINGER** Sewing Machine, with a complete set of attachments and guaranteed for 10 years. Shipped anywhere on 30 days' trial. No money required in advance. \$15.00 now in use. World's Fair Medal awarded. Buy from factory, save dealers' and agents' profit. Write today for our **LABOR FREE CATALOGUE**. Oxford Mfg. Co., 342 Wabash Ave., Chicago, Ill.

**R**EADERS will confer a favor by mentioning THE SCHOOL JOURNAL when communicating with advertisers.



The periodical treating of school affairs has come to be a necessity; no teacher should be without one or more school papers. Certainly the teacher of music, and all teachers ought to know something about this subject, should have *The School Music Review*. It is a monthly journal devoted to the interest of music in schools, designed to be of practical utility. It contains new music, methods of teaching, news, editorials, etc. The Christmas number contains plenty of Christmas music. A specimen copy will be sent to teachers free on application. The magazine is published by Novello, Ewer & Co., 21 East 17th street, N. Y.

M. Paul de Cassagnac is practically an extinct volcano. Of late his interruptions in the chamber have not been so frequent or so noisy as they at one time were, and in the field of politics he does not count as a serious factor. One of the best stories told of M. de Cassagnac has as its hero M. Menier, the chocolate manufacturer. M. Menier, who was a deputy, had mounted the tribune and commenced to speak, but M. de Cassagnac so persistently shouted "Chocolat! Chocolat!" that he had great difficulty in proceeding. At length, in desperation, M. Menier turned on his tormentor and shouted that if M. de Cassagnac would pay him the bill his uncle had owed him so long for "chocolate," he would feel very grateful. The chamber roared, and M. de Cassagnac at once subsided.—*London Figaro*.

#### During the Teething Period.

MRS. WINSLOW'S SOOTHING SYRUP has been used for over FIFTY YEARS BY MILLIONS OF MOTHERS for their CHILDREN WHILE TEETHING, with PERFECT SUCCESS. IT SOOTHES THE CHILD, SOFTENS THE GUMS, ALLAYS ALL PAIN; CURES WIND COLIC, and is the best remedy for DIARRHOEA. Sold by Druggists, in every part of the world. Be sure and ask for "Mrs. Winslow's Soothing Syrup," and take no other kind. Twenty-five cents a bottle.

#### Magazines.

—A Japanese pupil of Mr. Lafcadio Hearn has asked him in horror and amazement how it is that the strange subjects of love and marriage are so freely treated in English novels. This gives Mr. Hearn occasion to tell in his article, "Of the Eternal Feminine," in the December *Atlantic*, how different a place women occupy in Japan and in America or Europe. Equally noteworthy is Mr. F. B. Sanborn's article on "Thoreau and his English Friend Thomas Cholmondeley." The paper is made up mainly of letters between a young Englishman of no common character and the naturalist and philosopher whose name is coming more and more to be coupled, like Emerson's and Hawthorne's, with Concord in its best days. Professor Woodrow Wilson, in "Mere Literature," makes a plea for the study of books not as subjects of scientific inquiry. "Democracy in America," by Professor Francis Newton Thorpe, is of interest particularly to students of our social history.

#### IMPORTANT.

When visiting New York City, save Baggage, Express and Carriage Hire, and stop at the Grand Union Hotel, opposite Grand Central Depot. 600 Handsomely Furnished Rooms at \$1 and upwards per day. European plan. Elevators and all Modern Conveniences. Restaurants supplied with the best. Horse cars, stages, and elevated railroads to all depots. You can live better for less money at the Grand Union Hotel than any other first-class hotel in the city. Ford & Co., Proprietors.

—*Current Literature* closes the fourteenth volume with a most brilliant and delightful number, thoroughly abreast of the times in every department. Its illustrations from the Christmas books, with which its December number opens, give one an excellent idea of the picture-side of the best books of the season.

A wonderful stomach corrector—BEECHAM'S PILLS.

### A Veritable Luxury. THE CROWN LAVENDER SALTS.

ASKED FOR ALL OVER THE WORLD.

Annual Sales 500,000 Bottles.



Sold Everywhere.

REJECT WORTHLESS IMITATIONS.

### The Crown Perfumery Co.

177 NEW BOND STREET, LONDON.

Makers of the Crab-Apple Blossom Perfume.

A Skin of Beauty is a Joy Forever.

Dr. T. Felix Gouraud's

### ORIENTAL CREAM, MAGICAL BEAUTIFIER.



Removes Tan, Pimples, Freckles, Moth-Patches, Rash and Skin Diseases, and every blemish on beauty; and defies detection. On its virtues it has stood the test of 43 years—no other has—and is so harmless we test it to be sure it is properly made. Accept no counterfeits of similar name. The distinguished Dr. L. A. Sayer, said to a lady of the hawton (a patient): "As you ladies will use them, I recommend 'Gouraud's Cream' as the least harmful of all skin preparations." One bottle will last six months using it every day. Also Poudre Subtile removes superfluous hair without injury to the skin.

FERD. T. HOPKINS, Prop'r, 37 Great Jones St., N. Y. For sale by all Druggists and Fancy Goods Dealers throughout the U. S., Canada and Europe. Also found in N. Y. City at R. H. Macy's, Stern's, Ehrich's, Ridley's, and other Fancy Goods Dealers. Beware of base imitations. \$1.00 Reward for arrest and proof of any one selling the same.

**DEAFNESS & HEAD NOISES CURED**  
by Felix's Invaluable Tonic Ear Cures. Write for FREE  
only by F. Huxox, 658 B'way, N. Y. Write for book of proofs

MON. TUES. WED. THUR. FRI. SAT. SUN.  
**SAPOLIO**  
USED EVERY WEEK-DAY BRINGS REST ON SUNDAY.

**THE GREAT AMERICAN TEA CO. LADIES**  
GET UP ORDERS. ENTIRE NEW DEPARTURE. A HANDSOME PRESENT TO EVERY SUBSCRIBER.  
THE GREATEST INDUCEMENTS EVER KNOWN TO INTRODUCE OUR NEW GOODS.  
If you enjoy a cup of Delicious Tea send in your orders. 34lbs. Fine Tea by mail on receipt of \$2 and this "ad." Beautiful premiums given away with \$5 orders and upwards. The most extraordinary bargains ever offered, during the next thirty days. China Tea Sets and Lamps with \$10, \$15, and \$20 orders to introduce our excellent New Crop Teas. Formosa and Amoy, Oolong, Congou, English Breakfast, Japan, Imperial, Young Hyson, Gunpowder, Sun Sun Chop and Mixed. Good mixed teas 20c. per lb. Headquarters in United States for Fine Teas. One pound of our tea will go farther than three pounds of trash. Thirty years' national reputation for selling Pure Good Only.

**THE GREAT AMERICAN TEA CO., P.O. Box 289. 31 & 33 Vesey St., N. Y.**

## LADIES!



Use only

**BROWN'S  
FRENCH  
DRESSING**

on your  
Boots and Shoes

The most elegant article of its kind now in use. Will restore the original color and lustre to your shoes. Doesn't soil the skirts when wet. Just as good for Bags, Trunks, Harness, Etc. Does not crack, nor harden the leather. For sale by All Dealers. Lowest priced.

### CROWN AND BRIDGE WORK. Teeth without Plates.

The special and scientific branch of dentistry known as Crown and Bridge Work, requires the most accurate adjustment with perfect mechanical construction insure an artistic success and permanency. Having every facility for this class of work, I can now offer reasonable prices as consistent with first class workmanship. ESTABLISHED 1866.

Dr. W. J. STEWART, 362 W. 23d St., N. Y.

### For Non-Corsetted Women.

A working model of an artistic dress, together with suggestions towards becoming colors and the purchase of goods, if desired, will be supplied by the undersigned if circular is filled out. Send for circular—Model sent, C. O. D., by express.

MRS. J. D. LEE,

66th Street, and Yale Avenue,  
"The Yale." CHICAGO, ILL.

says do city use one

### Burnz Pronouncing Print.

THE STEP BY STEP PRIMER.

In the above print, is a Self-teaching Reader for children or adults. Its use will result in: 1st. Clear articulation. 2d. Correct Pronunciation. 3d. A thorough knowledge of the elementary sounds of the language by teacher and pupils. 4th. The time of learning to read reduced by one half.

Commissioner W. T. HARRIS and many leading educators have expressed their decided approval of Pronouncing Print.

The "Hints on Phonic Drill" greatly enhance the value of this Primer to teachers.

Send for 25 Cents.

E. L. FELLOSG & CO., New York & Chicago.

# DON'T TEACH CHILDREN = =

*To draw letters, but to write words. Teach them what they will need—to write easily and legibly. This will interest them, keep the cramps out of their fingers, and make them good writers.*

## GINN & COMPANY'S WRITING BOOKS

*Help you do this. They solve the problem of acquiring a neat, legible hand and of learning to write with ease and rapidity.*

The time has come for a reaction from the prevalent copy-book style of writing. People are determined to get away from the drawing style, and they are right in this. A sufficient condemnation of that style lies in the fact that the moment a pupil, however proficient in it, is required to write with speed, his artificial penmanship goes to pieces. This healthful reaction is, however, in danger of going too far. Many are crying out that writing books should be altogether discarded and the pupils set to scribbling by the go-as-you please principle on blank paper. We believe that it would do a great deal of harm to discard copy-books altogether. This would be going from one extreme to the opposite, and it would be hard to say which of the two would prove the more harmful. GINN & COMPANY'S WRITING BOOKS are believed to strike the golden mean. They furnish

copies and good copies, beautiful and at the same time sensible, and yet they are so contrived as to do this without sacrifice of the free movement essential to rapid work. It is distinctly a movement series, and yet it does not go to the extreme in this direction. It is possible to train pupils to free movement and yet fail to make them good writers. The element of form may be neglected. The real essential is to secure free movement and also the application of free movement to the correct formation of letters. Constant and steady aim at the object to be accomplished and the avoidance of extremes on the way to it are the distinctive features of GINN & COMPANY'S WRITING BOOKS. They teach the pupils to **write** instead of merely training them to draw from copies.

### GINN & COMPANY

BOSTON NEW YORK AND CHICAGO.

NEW YORK OFFICE: 70 FIFTH AVENUE.

## Renton's Outlines of English Literature.

Introduced at the Mass. Institute of Technology.

**\$1.00 NET.**

## MINTO'S LOGIC.

Introduced at Yale.

**\$1.25 NET.**

CHARLES SCRIBNER'S SONS, Pubs., New York City.

## DO YOU READ

Emerson's American Scholar with your literature class this year? If so, you will be glad to see the Syllabus of this oration prepared by Dr. Lowell, author of Jason's Quest, which we are publishing. Your class will find it well nigh indispensable to the proper appreciation of this masterpiece and in the elucidation of its meaning.

The profitable study of this author, more than any other of his age, requires the company of a careful and scholarly guide. Such this little work will be found to be.

Single copies by mail 10 cents, or per dozen, \$1.08.

LEACH, SHEWELL & SANBORN, New York Boston Chicago

SILVER, BURDETT & COMPANY, Publishers,  
BOSTON. NEW YORK. CHICAGO. PHILADELPHIA.

School and College Text-Books, Music Books,  
Flaps, Charts, and Books of Reference,  
Miscellaneous Books, Religious Books, Hymn Books.

Special terms for introduction of text-books. Catalogue mailed to any address.

**Everything for the Schools** FURNISHED BY  
Peckham, Little & Co.  
56 READE STREET, N. Y.

READERS will confer a favor by mentioning THE JOURNAL when communicating with advertisers.

## DO YOU WANT

a copy of the new book by the author of  
"PRESTON PAPERS"?

## "SNAP SHOTS BY AN OLD MAID"

has won great popularity as a serial, and will be issued in book form in January, 1894. 12mo, cloth, \$1.00.

Advance Orders received until Jan. 1st at **at half price**. Send **now** and get it for 50 cents.

Send for terms for that and the "Preston Library of Entertainments" or for those two and *Preston Papers*, to

Publisher of "Snap Shots,"

37 West 10th St., New York.

## The NEW SCRIPT PRIMER

The child's first book. In pure script, with transition to print. Fits any reader. In use in thousands of towns. Sample copy 20 cts.

## ECONOMIC COPY BOOK,

Just out, unique, embodies movable copies upright, slant, in three numbers. 56c. per doz. Sample set 25 c. A postal will secure our handsome CATALOGUE. Potter & Putnam, 44 E. 14th St. N. Y.

## The Prince of India for 5 cents

only, for two days' reading, proportionately for longer time, through your bookseller, country Postmaster or direct. Deposit the price (\$2.50) and on return get **any book** you want to borrow or want to buy, of the same value.

Books sold at the lowest prices ever supplied. Catalogue, 160-pages, 2 cents.

Address JOHN B. ALDEN, Manager, Mention this paper. 57 Rose St., New York.